

TOUCHSTONE



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Editors: Carl James Grindley, Ph.D.
English Department

Kim Sanabria, Ph.D.
Language and Cognition Department/Title V Activity Director

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Library

The Professor Magda Vasilov Center for Teaching and Learning
Eugenio María de Hostos Community College
500 Grand Concourse, The Bronx, 10451

The Editors would like to thank:

Soo Chon, J.D.
Director of Academic Planning and Program Development

Sarah Brennan, M.S.
Assistant Director, Academic Planning and Program Development

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P R E F A C E

Daisy Cocco De Filippis

“Let the Beauty You Love, Be What You Do,” Rumi (1207-1273)

It is a joy to write these brief words to preface the inaugural issue of *Touchstone*, the Hostos journal on teaching and learning. This beautiful issue reflects the intelligence and the commitment of its editors Professor Kim Sanabria and Professor Carl James Grindley, and of colleagues in different disciplines and departments who contributed with works of reflection and beauty.

The creation of *Touchstone* is one of the outcomes of the work that has taken place on campus for the past six years. It is a journey that began with the drafting and passing through committees of the first revision to the A.A. degree in decades, and the creation of the Hostos Academic Learning Center in 2002. Since those early days, we OAA administrators working hand in hand with faculty members have moved an aggressive agenda of academic renewal to support faculty development and student success. One highly successful result has been the proclamation of academic year 2007-08 as The Year of Gen Ed, bringing general education to the forefront of college awareness by infusing COBI with AACU principles, creating a student-friendly information brochure, launching the cross-curricular, web-based Gen Ed mapping tool, and creating the upcoming Gen Ed Monologues.

Trust, respect and support define a journey that has seen the doubling of academic majors, the creation of honors programs, the robust development of writing intensive courses, the magnificent innovation brought about by the integration of technology to support the teaching and learning process, our students' success in CUNY mandated tests and the support provided by the addition of significant grant dollars to support the teaching and learning process.

In 2003 the Professor Magda Vasillov Center for Teaching and Learning was created. Since its inception it has moved forward in a spirit of inquiry and love, exemplified by one of its founding members, our beloved and never to be forgotten, Magda. The Center for Teaching and Learning has provided faculty leadership for multiple efforts to support teaching and learning on campus. More recently,

supported by the division's Title V grant, "Shifting the Paradigm on Teaching and Learning to Improve Student Success," it has integrated faculty and curricular development through the efforts of the Committee on Beautiful Ideas.

Academic year 2007-2008 has seen the creation of four Information Learning Commons (HALC, Library, Academic Computing Center, Faculty Development Center). These efforts are soon to be enhanced by the creation of a Science Information Learning Commons to be housed in the Department of Natural Sciences, funded by a MetLife grant. Cutting edge technology embraces tradition at Hostos Community College. In every initiative we undertake, we are mindful to affirm our commitment to one of Eugenio María de Hostos' significant principles: Students must be met where they are.

In that spirit, we have moved forward with an agenda that honors tradition through a series of international conferences and lecture series even while we enter boldly the world of the 21st century through our vigorous integration of technology to assist teaching in the classroom and to enhance student academic support. As some of the entries in *Touchstone* illustrate, we are meeting students where they are with academic support for those who need it most when they come to us, and curricular innovation in the form of challenging programs for those who come to us at the honors level. The journal's bilingual offerings in the form of creative writing (the language of the soul) written in Spanish honors the language and culture of many of our students, as they address "*el desarraigo*," the sense of loss experienced by those who share the immigrant experience.

In Hispanic tradition, and in particular in the poetry and works of medieval and renaissance Spain, it was customary for a work worthy of consideration to be prefaced by an "*envío*," a generally not too sincerely humble entreaty that the modest work in question be received "charitably" by its reader. This is a tradition Cervantes mocks in his prologue to the first part of his *Quijote*, published in 1605. I will depart from tradition here to affirm with enthusiasm and in a celebratory manner that our inaugural issue is to be taken seriously; to be considered an invitation to record our journey of reflective engagement in the teaching and learning on this campus. To paraphrase Salomé Ureña, the most celebrated Dominican woman poet and educator of the 19th century, who affirms boldly in another context, "*...le digo al porvenir te lo confío*."

Full of confidence I envision a significant future for *Touchstone*, another pillar in support of the generous and efficacious labor of intelligence and love our faculty have engaged in. What a glorious journey these past six years have been!

Mil gracias y bendiciones.

Daisy Cocco De Filippis

Provost and Senior Vice President for Academic Affairs

May 2, 2008

INTRODUCTION

Carl James Grindley
Kim Sanabria

The Professor Magda Vasillov Center for Teaching and Learning is proud to present a fledgling project, the first edition of *Touchstone*. This new faculty journal has been produced by the Division of Academic Affairs of Eugenio María de Hostos Community College under the auspices of the CTL. Since its creation in 2003, the CTL has served many purposes. It is a place for reflection and inspiration; a venue for meeting other faculty; and a source of information about the workings of the college. Most importantly, however, the CTL is also the forum for discussions about teaching and learning, and has served as a well of shared experience that has provided the impetus for this project.

Hostos himself firmly believed in the power of interest to spur educational achievements, which he proclaimed to be the “*toque de piedra de la enseñanza*.” This idea provided both the genesis and the name of *Touchstone*. We hope to remain faithful to Hostos’s directive in the articles, reports, and studies we publish. Our goals include the desire to create a forum for discussion—indeed, some of what you read may provoke you. Nothing would make us happier than to see *Touchstone* grow into a vibrant forum for promoting divergent scholarships of teaching.

The journal is roughly divided into three sections, with a creative interlude—a painting, play, and poem—separating the first section, comprised of original research and theoretical studies, and the last section, which includes reports of projects and best practices. Since many of these projects stemmed from a Title V-funded initiative, COBI (the Committee on Beautiful Ideas), *Touchstone*’s second section begins with a history of COBI and with remarks by University Dean for Undergraduate Education, delivered at our 2007 COBI Innovation Awards Ceremony.

We include in our thanks many individuals who have guided and overseen the growth of *Touchstone*: our own Provost and Senior Vice President for Academic Affairs, Daisy Cocco De Filippis, for generating and supporting the project; Professor Amanda Bernal-Carlo, Director of the Center for Teaching and Learning, for her

guidance and collaboration: Department Chairs, who encouraged faculty members to submit their projects; reviewers Professors Gina Cicco, Robert F. Cohen, and Jennifer Tang; and Dr. Richard Gampert, Director of Institutional Research. Finally, we extend our gratitude to the contributors themselves, who have generously lent us a point of departure for further discussions about teaching and learning.

The journal begins with a study by Professor Christine Mangino, Chair of the Education Department. In *The Learning Profiles of Hostos Community College Students*, Professor Mangino delivers a fascinating portrayal of the complex learning styles she found among our student population. Coming as it does at a juncture when educational philosophies are being called into question across the U.S., this study and the ones that follow ask us to question our assumptions about the way people learn best and the concomitant responsibility of faculty and administrators as they review their instructional methodologies and planning grids. Using what methods should information be imparted, and how does this vary by discipline? How long can listeners concentrate on a lecture? Should study areas include places for food consumption? To what extent should we modify our instruction based on these findings? Mangino reminds us of the efforts our students have taken to enter the doors of the college and gently calls on us to shoulder a responsibility to consider students as individual learners.

Professor Eileen Kennedy studies another facet of our students in *Teaching in the Linguistically Diverse Classroom*. She set out to study her students' insights into the writing process, specifically within a student body drawn from several continents, with varying degrees of language proficiency in English, and used two different discussion methodologies to see how she could best help students prepare for academic writing. Of particular interest was Professor Kennedy's experimentation with using the students' first language to brainstorm ideas and to tabulate their affective response to assignments. Not unexpectedly, the students' own reactions to the various methods she used is proving to be extremely insightful.

In *Library Services on the Cutting Edge: Reaching the Net Generation*, Professor Miriam Laskin documents some of the characteristics of students who have used computers for most of their lives, and explains the steps the library has taken to both accommodate and stimulate these new kinds of learners. Embracing the challenges they present, rather than shying away from them, is of course incumbent upon faculty. We will surely encounter in our library, recipient of the ACRL Award for 2007, resources and assistance that can spawn new ways of thinking about instruction even as they retool the less computer-savvy among us with skills that today have become indispensable.

Professor Gina Cicco explains how college educators might adopt group-leadership skills in order to increase motivation in our classes and, indeed, lead to a better assessment of the classroom experience. In *Tips for Effective College Teaching*, she delves into the various activities in which faculty members engage on a daily basis in courses where lecture is not the norm: "reflecting... confronting... diagnosing... suggesting" and so on. To weave a classroom tapestry of experience, it is undeniably helpful to have a battery of techniques at one's fingertips.

Our students' successful employment is the next consideration in a report by Professor Héctor López, Chair of the Business Department. In *Business Education*, he establishes the presence of new, 21st century demands, which indeed continue to

emerge in a dynamic and rapidly changing workplace, and soberly places the onus on educators to prepare students for their future. Happily, an increasing recognition of essential skills, along with practices that take the students into internship positions and real-world scenarios, have enabled Hostos to explore appropriate academic offerings for our students. As we seek to provide a better segue from college to the business sector, it is vital to understand the hurdles involved.

Our faculty's creative pieces come next. In Professor Ian's Charles Scott's *Notes on a Portrait*, we are treated to introspection, oral and visual, of a project that is inspired, conceived, battled, tackled, and eventually brought forth from the canvas. The various incarnations of the portrait show the stages of an artist at work. Professor Walter Rada's poem *Tierra Mía*, articulating a feeling of longing for his homeland, echoed across many students' hearts when it was first recited at an Honors ceremony a year ago. It is published here for the first time. Finally, Professor Miguel Correa's one-act play, *La Entrevista*, will bring tears of sorrow and delight to those who recognize in the interaction between a social worker and an elderly immigrant the disconnect of a bureaucracy that affects the lives of so many of our students.

Those not familiar with the Committee on Beautiful Ideas, the faculty-driven curricular renewal funded by our college's Title V grant from the U.S. Department of Education, *Innovations in Faculty Leadership* will be interested to learn about the genesis and impact of the COBI initiative. Professors Amanda Bernal-Carlo, Isabel Li and Lucinda Zoe show how faculty were enticed and charged with exercising their powers of imagination, innovation, and ingenuity. We are grateful to Dean Judith Summerfield for her supportive remarks about this groundbreaking project.

Finally, this volume includes four reports of projects realized or in progress at the college. These entries also demonstrate the ongoing intellectual vibrancy and breadth of work among our colleagues. Professor Nelson Núñez-Rodríguez reports on two projects, tangible applications of classroom theories, in *Teaching Anatomy and Physiology Beyond the Boundaries of the Classroom*. Professors Paula Korsko and Catherine Lyons document the quicksilver uncovered during a collaborative project in *Crossing Academic Domains*. Professor Amy Ramson, in *Education for Sexual Harassment Prevention*, finds that certain techniques work better than others when introducing students to this important topic, and generates questions along with answers. Professor Gregory Marks finds that his students react energetically to the *Phaedo* in *Socrates in the South Bronx*.

We happily present *Touchstone* to readers and are honored to have edited this new publication.

Carl James Grindley
English Department

Kim Sanabria
Language and Cognition Department

THE LEARNING PROFILES OF HOSTOS COMMUNITY COLLEGE STUDENTS

Christine Mangino

Many people and administrators assume that if a student just tries hard enough, he or she can do well academically. Often an educator will state that students are not trying hard enough or did not study long enough because they failed a test or did not do well on a paper. Although potential college students are motivated enough to persist through the necessary and sometimes difficult steps to become enrolled in classes, almost 40% of these determined students do not return to class after the midterm exam.

Less than 63% of community college freshmen return for a second year.¹ To support underachieving students, administrators, faculty and counselors have instituted a wide variety of programs that range from tutoring centers, study skill preparation classes, learning communities, cooperative learning, workshops, and academic probation. According to Biggs, Derry and Murphy, and Ford, these approaches have been ineffective for large numbers of students.²

Under a PSC CUNY grant, an investigation was conducted regarding students' learning styles. I met with half of the SSD 1000 College Orientation classes at Hostos Community College during the fall 2005 semester. Half of those classes were given a presentation on the Dunn and Dunn Learning-Style Model, as well as information on how they could accommodate each of the elements discussed. The students in the second half of the classes with whom I met were provided the same presentation, but also were given the Productivity Environmental Preference Survey (PEPS) to determine their individual learning style preferences.³ Two weeks later, I gave the students who took the PEPS, a Homework Prescription that provided them with detailed information on how to study based on the analysis of their learning styles. There was a 60% retention rate for the spring 2006 semester for the orientation classes with whom I did not meet, but a 70% retention rate for those students who received the learning styles presentation. There was a 73% retention rate for those students

who received the learning styles presentation and the homework prescription. This increase was significant at the $p < .009$ level.

One hundred sixty-six students took the PEPS and were included in the analyses of learning styles preferences⁴. The following is a description of the Dunn and Dunn Model and our students' learning styles. This information is important for educators to understand how their students learn and to think about how they can present material in a more effective way. It also is important for administrators, who can use this information for appropriate planning. Finally, it is essential for students to understand how they learn to help them succeed in college.

THE DUNN AND DUNN LEARNING STYLE MODEL

Learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult information.⁵ Individual preferences differ significantly, and the stronger the preference, the more important it is to provide compatible instructional strategies.⁶ The Dunn and Dunn Learning-Style Model includes 21 elements, but each person is usually impacted by between 6 and 14 of the elements needed to master new and difficult information.⁷

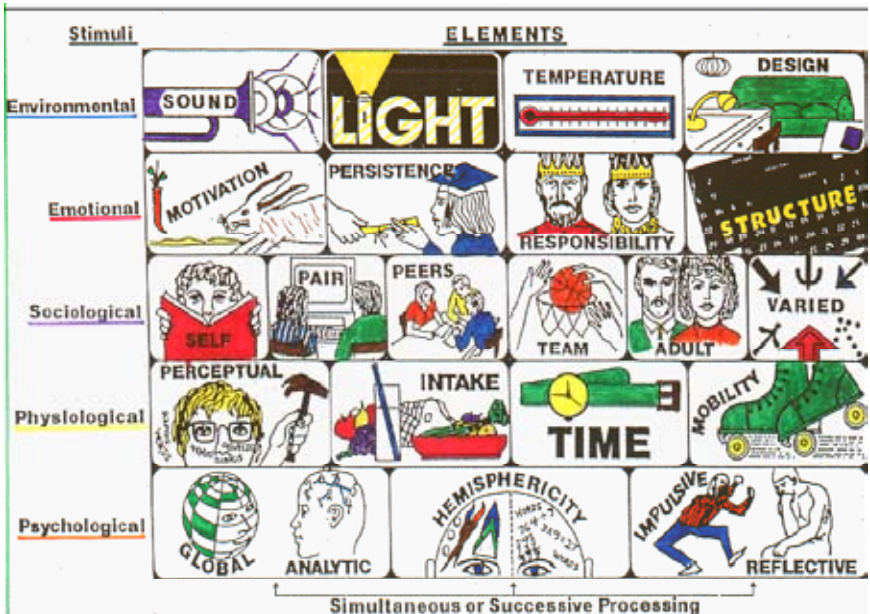


Figure 1. The Dunn and Dunn Learning-Style Model

ENVIRONMENTAL ELEMENTS

The Dunn and Dunn learning-style model is divided into five strands called *stimuli*. The first stimulus strand consists of biologically-imposed environmental elements.⁸ These include preferences to learn with: sound or silence; dim or bright light; warm or cool temperatures; and formal or informal seating. The combination of light and seating design affect approximately 70 % of adults.⁹ Usually the percentage of

learners who are affected by temperature is 7%, but for Hostos students, 21% prefer warm temperatures. Twenty-five percent of Hostos students prefer dim light while they concentrate, 12% of students require bright lights to concentrate and the remainder of students are not affected by this environmental stimuli. When it comes to sound, 18.6% required sound when learning, 14.4 % needed silence, while the balance was not affected. Only 6.6% of our students learn best while sitting in a straight back chair at a desk. For most of our students, it depends on how interested they are in the topic, but for 27.6% students, they learn best when sitting informally, such as on a couch or lying on the floor.

EMOTIONAL ELEMENTS

The model's second stimulus strand includes the emotional elements of motivation, persistence, responsibility, and structure. Although the element of persistence is innate, the others are developmental.¹⁰ Persistence refers to the desire either to complete a task before taking a break or to take many short breaks while working on an activity. Motivation is whether or not a person is internally or externally motivated, whereas responsibility is denoted by whether a person is conforming or nonconforming. Finally, structure involves an individual's desire for internal versus external direction. More than 40% of the students tested were non-conforming, meaning that they do not want to do what is asked strictly because someone asked them to do it. One semester, my education students revealed that 72% of them were non-conforming.

With regard to structure, almost 70% of our students require structure when learning. Educators must inform students, preferably in writing, what is expected, how we are grading them, what must be included, etc. Providing students with rubrics is a way of providing this structure, as is a detailed syllabus.

For persistence, some people start working on something and do not get up until they are done, yet most people take frequent breaks.¹¹ They may work really hard for 10-15 minutes, but then they get up and may get something to eat, check their email, or make a phone call. They then return to their work and work really hard for another 10-15 minutes. Only 7.8% of our students revealed a low persistence rate.

SOCIOLOGICAL AND PHYSIOLOGICAL ELEMENTS

The third stimulus consists of sociological elements that specify whether a person wants to work alone, in pairs, with peers, in a team, or with an adult who is either authoritative or collegial. This stimulus also indicates if a student learns best by working in a variety of ways or with a set routine.¹² Although a significant number of our students preferred working with peers (31.7%), 18.1 % preferred to work alone. Only 1 % of Hostos students preferred variety in class, while 39.2% preferred having a routine in the class and knowing what to expect each day. Most importantly, 40.2% preferred having an authority figure present when learning new and difficult information to provide feedback, guidance and structure.

The physiological strand includes perceptual preferences, intake, time of day, and mobility. The four perceptual strengths are: (a) auditory, which refers to remembering what is heard with auditory learners remembering $\frac{3}{4}$ of what is heard in a 45-50 minute period of time; (b) visual, which is the ability to recall what is read or seen with visual learners recalling $\frac{3}{4}$ of what is seen or read in a 45-50 minute period of time; (c) tactual, the capability to recollect what is written or manipulated with tactual

students remembering $\frac{3}{4}$ of what was touched or manipulated in that same period of time; and (d) kinesthetic, which is learning what is physically experienced. The next element of the physiological strand is time of day, which specifies at what time an individual learns best. The last two elements are intake, which indicates whether a person needs to snack while learning, and mobility, which identifies a learner’s need to be pacing, rocking, or changing seating positions at frequent intervals while learning. It should be noted that perceptual strengths and time of day preferences each impact approximately 70 % of all people.

Eating in class is always a controversial topic, yet almost 28% of our students require intake while concentrating on new and difficult information. Almost a quarter of our students require mobility when learning, and allowing students to stand or move around the classroom is one way to help these learners.

Everyone has at least one time of the day where they can work at their optimal. For our students, only 3% claim to be “morning people” and 51% declared afternoon to be their most optimal time, while 37.3% chose evening. Obviously, students can not always accommodate this because they have to fit their schedules around their lives, jobs, families, etc., but what I did tell the freshmen is that if they are struggling with a specific course or topic, they should take that course at their most optimal time. Ideally, faculty would teach at their best time of day also. For students who require early morning or late evening, on-line courses are ideal for them.

With regard to perceptual strength, please refer to the chart below. Many of our students claim to be auditory learners, but still 57.2% of students walk out of class unable to recall 75% of what was said during class. In a classroom of 30 students, that is 17 students.

TACTUAL	KINESTHETIC	VISUAL	AUDITORY
7.8% NOT tactual	4.2% NOT kinesthetic	15.7% NOT visual	6.6% NOT auditory
15.1% tactual	11.4% kinesthetic	10.2 % visual	42.8% auditory

Table 1. Perceptual Strengths of Hostos Student Sample

Notice how 20.5% of the student sample does not have one perceptual strength. These students can not retain information through any of these modalities and actually require a combination of strategies before they can remember the material. A future research question would be whether or not these students actually continue through to graduation or do they drop out because they are not successful. Historically, students placed in special education classes, when tested for their learning style, tend to be tactual and/or kinesthetic learners.

PSYCHOLOGICAL ELEMENTS

The fifth stimulus strand incorporates the psychological elements of (a) global versus analytic processing, (b) hemisphericity, and (c) impulsive versus reflective behaviors.

Although the PEPS does not reveal strengths for the impulsive/reflective element,¹³ the Building Excellence does evaluate this preference.¹⁴ I used this assessment with our education students and it revealed that 82% of our students were reflective

thinkers.¹⁵ Impulsive students are those students who shout out answers to questions prior to our completing the full question. The reflective thinkers just stare at us (or so we think) when we ask them a question. What they are doing mentally is repeating the question to themselves, formulating an answer, determining if their answer actually answers our question, but unfortunately, by the time they are ready to answer us, we have moved on to another student. These students rarely contribute to class discussion because they do not have the opportunity to think through their contributions because the discussions move too quickly.

The elements of hemisphericity and global/analytic processing essentially appear to be parallel.¹⁶ Both refer to a preference for either simultaneous or sequential mental processing. This suggests that global pupils learn most readily when they understand the concept being taught first and then concentrate on details, whereas analytic learners prefer to start with details, so they learn step-by-step in a sequential manner that gradually builds toward a broad conceptual understanding.¹⁷ Global students want to see the big picture and understand how this relates to their lives. Globals enjoy class discussion and listening to others' opinions and ideas. Analytics do not care for the class discussion, as they are more worried about what they need to know for the class and if it will be on the test.

Although the PEPS does not determine analytic and global, research has shown that 50-60 % of the general adult population tend to be global processors, while 25-30% are analytic, the rest are integrated and can shift from one style to another depending on the situation and their level of motivation. Ironically, teachers tend to be analytic learners at a rate of 65% and teachers tend to teach the way they learn or were taught.

CONCLUSIONS

Many guides to homework strategies suggest that students must sit quietly at a desk with bright light. As you can see from our students' profiles, this is not necessarily the best advice. It depends on the individual's learning style. Some of our students actually need background noise, natural light, a comfortable chair or couch, and even a snack in order to concentrate on new and difficult material. Retention rates increased by 13% when students had a Homework Prescription that provided suggestions specific to the elements they require to learn compared with students who did not know about learning styles. We can only imagine the increases for these students if they are taught the way they learn. Some educators argue that we should force students to change their learning styles to conform to the real world, but even in the real world, people use their learning style to comprehend difficult information. We can all learn or do something that is not very challenging or that we are highly motivated to do in any manner necessary, but when we truly need to focus and concentrate, there are certain strategies we rely on to succeed. Our students were helped when they knew what those strategies were for them.

Christine Mangino
Education Department

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TEACHING IN THE LINGUISTICALLY DIVERSE WRITING CLASSROOM: VOICES OF OUR STUDENTS

Eileen Kennedy

Although many college educators face the challenge of teaching increasingly linguistically and dialectically diverse students in the monolingual English writing classroom, for the education professor, the problem is even more complex. The Black and Hispanic student population continues to grow in this country, and yet K-12 writing teachers are mostly white and English-speaking.¹ The No Child Left Behind Act mandates that a certified teacher be placed in each public school classroom, but this mandate has not been met.² The teacher candidate must pass a state assessment, with an essay component, to become certified, yet many teacher candidates fail these written assessments, particularly the written portion. According to the public interest group Education Trust the national picture is pretty bleak, in that a number of states have responded by lowering the bar, so that you do not really have to do very much to meet the highly qualified standard.³ Teachers are increasingly being asked to write essays as part of the interview process. The New York City Department of Education recently initiated a two-essay application requirement for teachers entering the system.⁴ There is a shortage of bilingual teachers in many parts of the country. Teachers must learn academic writing and teach it to their students.

THE STUDY

Where are the linguistically and culturally diverse student teachers who will teach and relate to these linguistically and culturally diverse students in the future? This question drove and informed the research I did in spring 2007.⁵ My students are linguistically diverse teacher candidates who will become tomorrow's teachers, paraprofessionals, teachers aids, and childcare workers in public early childhood programs and schools. Historically, the Hispanic student population of our college exceeds 80%. Of the other 20%, many dialects and languages other than Spanish are spoken. Among the participants in my study, 20 spoke Spanish, two spoke Vernacular Englishes, two spoke French Creole, one spoke Hindi, and one spoke Portuguese (see Table 1).

Class	Freewrite/Case Story	Symposium	Control
Gender			
Male	1	2	0
Female	7	6	10
Total	8	8	10
Languages			
English only	0	2	2
Spanish and English	5	4	7
Vernacular (Dialectic) English and English	1	1	0
Spanish, Hindi and English	1	0	0
French Creole and English	0	1	0
French Creole, Spanish and English	1	0	0
Spanish, Portuguese and English	0	0	1
Total	8	8	10

Table 1: Language/Gender of Participants in Freewrite/Case Story, Symposium and Control Classes

I wanted to study my linguistically diverse students' writing process. I hoped to learn how to help them develop strategies to write academic essays in standard-form English. I had participated in three symposiums on writing with Peter Elbow at the University of Massachusetts, Amherst and knew that many scholars recommended drawing on the oral skills students possess to help apply those skills to writing.⁶ I had done my own study with education students from the Anglophone Caribbean in which students wrote in their native vernacular Englishes to access their academic voice with some success.⁷ I did another study with graduate education students in which a structured discussion methodology was contrasted with a control and used successfully as a prelude to writing an essay.⁸ A third study I did drew on the home languages of linguistically diverse students to writer poetry.⁹ I drew on all of this research to design the following study.

In three education courses, I designed a study in which two discussion methodologies, Symposium and Freewrite/Case Story, were contrasted with a control as a prelude to academic writing. I had a PSC CUNY Research Award to fund independent raters on the essays and a small stipend to participants. I hoped that these structured methodologies would serve to bring oral competency as a prelude to writing. All three classes were given a prompt to write from on secrecy and a pre- and post-survey.¹⁰ The two experimental classes wrote the essay before and after the discussion methodology, and the control wrote from the prompt twice.

The first class, a child development class, used the Freewrite/Case Story methodology, a reflective collegial learning method that draws on Freewriting¹¹ and Case Study merged with individual stories.¹² The discussion group broke into triads. Students had the opportunity to talk in English and Spanish. Eight participants out of a possible 14 completed both sessions and gave consent for their data to be used. After

discussing the prompt in two sets of triads, I elicited discussion points and wrote them on a chart tablet in English in front of the room.

The second class, studying the teaching of creative arts, used the Symposium methodology.¹³ This group had eight participants out of a possible 14. This group used this basic discussion in four groups, one of which was Spanish-speaking and wrote their thoughts on chart tablets in English. Then they wrote the post-essay.

The third class, a class studying social studies methods, served as the Control Group. They wrote the pre-essay in one class and the post-essay in class a week later. Out of 11 possible students, 10 completed both sessions and gave consent for their data to be used.

The results of the experiment follow in Table 2. The Symposium Group went up 21.9% in their essays scores from pre- to post-essay and the Freewrite/Case Story Group went up 16.3%. The Control Group showed a modest gain of .025%, which would take into account the practice effect of writing the same essay twice.

Essay Groups	Freewrite/Case Story Group	Symposium Group	Control Group
Pretest Mean Rater 1	2.625	3.500	2.300
Posttest Mean Rater 1	3.625	4.625	2.400
Pretest Mean Rater 2	3.875	3.750	3.600
Posttest Mean Rater 2	4.825	5.250	3.800
Increase in Mean Scores Rater 1	+1.000	+1.125	+1.000
Increase in Mean Scores Rater 2	+9.9500	+1.500	+2.000
Total Increase in Mean Scores	+1.950	+2.625	+3.000
Percentage of Increase on a 6-Point Scale-Rater 1	+16.7%	+18.8%	+0.17%
Percentage of Increase on a 6-Point Scale – Rater 2	+15.8%	+25.0%	+0.33%
Percentage Increase of Both Raters- on a 12-Point scale	+16.3%	+21.9%	+0.025%

Table 2: Results of Pre-Essay and Post-Essay Ratings

STUDENTS' VOICES

I know I had done a study that supported the use of discussion in any familiar language, as a prelude to on-demand academic writing, but something was missing. It was the voices of the students. What did they have to say about the experience of writing academically in mainstream English and having a different home language? So I interviewed the students to find out. Sixteen students allowed me to tape and interview them one on one and all the students filled out written surveys. Here are the results. [Note: student comments and written works are quoted in the students' own words to preserve their integrity, without correction.]

Students voiced a lot of anxiety around writing the academic essay: "I feel nervous on edge, not prepared for this essay to be written." They also indicated fears of inadequacy about writing in English: "I find [it] difficult writing in English...I like to write but my first language is Spanish and my second is English." But they saw a

positive future: “I can always improve.” This trend is found throughout my research studies and in this study and was reflected in the comments of the students.

Students particularly liked the discussion in both groups as a prelude to writing: “It opened to my eyes to different ideas and how people view things differently... some people thought secrets were a danger to society. I thought differently.” One student observed: “The first on [essay writing] was difficult. I was glad to discuss [the essay topic] individually. The second time [essay writing] was easier.” Students also voiced over and over an appreciation of a discussion model as a prelude to writing, rather than writing cold in isolation. Spanish-speaking students who did discussion in Spanish found it helpful: “Some Spanish discussion was helpful to clarify ideas... it made it more easy to discuss and write in English.” Another student noted: “I like to discuss in English and Spanish because some words I don’t understand.” One concluded: “It helps me to think in two languages.” Students also alluded to the fact that it was helpful to discuss concepts in their home language before writing in English: “I like to speak in Spanish...it helps me to write in English...I understand more specifics in Spanish...Spanish discussion and English writing is best.” Not all Spanish speaking students opted to discuss in Spanish: “I think it’s easier to discuss and writ[e] English.”

The Freewrite/Case Story was a methodology the students preferred to Symposium: “I talk to the paper [Freewriting].” Another student commented: “The free-writing help[s] us to express our emotions and thought[s] easier.” Freewrite/Case Story was probably more popular than the Symposium because of the smaller group, more personal approach of discussing in groups of threes and opening with a free-write. Symposium, which is a more traditional, structured methodology, however, produced a larger increase in post-essay scores.

Students also commented on their overall opinion. Some students assumed the role of mentor to help other students negotiate English: “Sometimes students who speak Spanish don’t understand the teacher. I help them out.” Some students found writing ideas on chart tablets in English helpful: “Summary is interesting—the level of spelling and writing is better than before.” Students found having the concepts in English before them, particularly the English Language Learners, a comfortable bridge to a more effective essay. Students’ reactions overall were positive, although some complained of not having enough time to complete the essay: “I’m glad for the opportunity—I hope it will be used in the future.” Another suggested: “Everyone should experience this and get ideas on how to write an essay.” Some, however, did write about their concerns: “There was not enough time to complete the essay.”

WHAT I LEARNED ABOUT TEACHING CLASSROOM WRITING TO STUDENTS

The students represented here brought different cultural and linguistic backgrounds to the classroom. In listening to them, I learned that as teachers we need to provide more opportunities for our students to voice opinions, control classroom activities that are student-centered, and discuss, the issues they are learning and writing about. Students articulated a need to write better and appreciated the student-centered discussion methodology as a prelude to writing.

Diana and James Oblinger refer to the new generation of college students as “the net generation” and ascribe to them a “tendency to work in teams or with peers.” Student-centered paradigms where students take control of their own learning, such

as the paradigm used in this study, are also preferable to more lecture-oriented traditional techniques.¹⁴

Overall, the experience of using discussion as a prelude to writing worked well for my students. The Symposium method was more effective than the Freewrite/Case Story in raising essay scores, but students liked the informality to the triads in this methodology and the Freewrite better than the more structured Symposium method. (See Table 2.) I have also used the Nominal Group Technique successfully as a prelude to writing in a study with teacher candidates.¹⁵

Students voiced much anxiety, fear and confusion around academic writing that we as educators should strive to dispel. Students questioned their competence as writers and clearly indicated they wanted help, even in content-laden courses, with academic writing. Giving students a chance to perform on-demand writing, exploring the vocabulary and concepts of whatever topic is being presented, is clearly indicated here. Framing the writing classroom discourse in terms of the communicative and linguistic competences that our students already possess rather than on deficits of form and structure are directions that we as educators need to take.

Additionally, we should strive to allow our students' home languages to enter our monolingual classrooms in a more open way. Students clearly appreciated having their cultural and linguistic backgrounds honored and respected in the classroom, even if they did not avail themselves of discussion in their home languages.

This was a small ethnographic study with limited generalizability. Clearly more research needs to be done with student-centered teaching that may empower and inform academic writing and discourse, especially among linguistically and culturally diverse students. One student articulated it well: [After the discussion] I had ... something to write down...It was a thesis I could follow...it was eye opening."

Eileen Kennedy
Education Department

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LIBRARY SERVICES ON THE CUTTING EDGE: REACHING THE NET GENERATION

Miriam Laskin

The 21st Century has brought with it a new kind of student whom we call the “Net Generation.” These are students who, for the most part, have been using computers and other even newer digital technologies for most, if not for their entire life. The Net Gen is not strictly a generation; rather, they are generally between the ages of 18 and 29. They use technologies socially and in their studies that many older faculty—who were first introduced to computers during their graduate studies or later—had not even imagined when we were their age.

The average age of Hostos students continues to go down. In 2000, average student age was just under 30 years old. In the Fall of 2007, it is 26 years old, while entering freshman today average 22.7 years old. In fact, by Spring 2006, 70% of Hostos students were under 30. The Net Gen approach to study, communication, research and creating knowledge is different than that of many faculty members in some interesting and challenging ways. This essay briefly describes what is known about the learning styles and preferences, study and research habits, of the Net Generation, and focuses on how Library faculty are evolving approaches to library service and instruction to include the Net Gen in ways that truly support their needs.

A CONCISE PORTRAIT OF NET GEN STUDENT CHARACTERISTICS

Net Gen students like to learn by doing, figuring things out for themselves. For example, they are not afraid to teach themselves new systems or technology without consulting a manual. These students are more likely to prefer learning from visual cues than from text-only sources: graphs, pictures, charts; anything that provides a visual cue to understanding. Net Gen students crave interactions; they prefer to learn and study collaboratively and in groups. They are focused on getting complete, instant results, rather than engaging in the more traditional “one step at a time” processes most faculty and librarians are familiar with. As Lippincott observes, “Net Gen students want not just speedy answers, but full gratification of their information requests on the spot, if possible.”¹ Net Gen students are comfortable multitask-

ers, as well as confirmed users of hand-held electronic devices. For example, many prefer text messaging to using a phone to communicate.

NET GEN STUDENTS AND THEIR RESEARCH HABITS

Net Gen students are used to depending on Google and other search engines that provide them with information from the web from a simple—but not very sophisticated—global search approach. They tend to begin their research on the web, rather than to consult library web pages, catalogs and databases. For all their technological facility, they do not understand the importance of evaluating the quality and appropriateness of information found on web sites, nor do they have the skills to do so, unless we teach them.²

The research habits just described present certain challenges to the way academic libraries and Library department faculty have interacted with students in the past. Library faculty must adapt or evolve our interactive and instructional styles as well rethink how the materials, space and technologies offered in the library are configured.

Academic libraries can adapt to help Net Gen students do better research and understand the Library's collections better. Libraries can offer more multimedia resources. Students today are familiar with visual and multimedia from the web, computer games, social networking web sites (such as Flickr, MySpace, Facebook and many others that allow members to incorporate photos, videos, animation and music into their own web pages or blogs, email, or even instant messages). For courses taught using Blackboard, the library can add links to course-specific online tutorials, and subject guides, videos and podcasts. For example, links can be added to an American History pathfinder of useful resources right into the Blackboard course site. This strategy brings the information to the place where students are engaged in the course work. Libraries can also incorporate visual cues, redesigning, if necessary, the Library's web site so it fits more with Net Gen learning styles. Libraries can, for instance, create interactive maps for showing where resources are located, graphic displays and other visuals to convey important information for students.

A good way to ensure success is to invite students to join design teams to make the way the library displays its resources more responsive to the way Net Gen students seek and find the resources. Libraries should continue to use workshops and other instructional methods—and to experiment with formats—to teach the evaluation of web resources, research techniques, and policy issues such as copyright, plagiarism, intellectual property, and privacy issues.

REFERENCE SERVICES FOR NET GEN STUDENTS

Many Net Gen students have become convinced (oftentimes mistakenly) that answers or results can be found instantaneously. Instant high quality “answers” can sometimes pop up, but most students type a few keywords into an Internet search engine and come up with the “answer” in the form of links to web sites—which they too often use uncritically. Despite their somewhat faulty reasoning, it is possible for Library faculty to offer some of our traditional reference services in ways that appeal to Net Gen students and fulfill their impulse to seek and find help fast, when and where it is needed. Net Gen students like self-service, interactive web sites and they like new ways of getting help with research, wherever they are studying. There are

two important ways that reference librarians can support the Net Gen's research and study habits.

First, librarians can offer students reference help where they are studying—by using E-mail and chat (Instant Messaging) services in addition to the usual reference desk phone number. If a student working in the computer lab or at home is having difficulty deciding which database to use for a particular assignment, for example, *s/he* can send an instant message to the reference librarian and get help in real time.

Second, librarians can add links to short interactive tutorials on how to find information, or how to judge quality information resources to the relevant Library web pages. This process can be as straight forward as using part of the Library home page to highlight a “resource of the week” to better publicize information content that could assist students in their assignments.

THE TRADITIONAL ACADEMIC LIBRARY VS. THE INFORMATION COMMONS

Since the Information Age dawned in the 1990s, affecting the way information and materials are accessed and delivered, academic libraries across the country have been creating new environments that integrate information technology, tech tutors, new kinds of study and collaborative work spaces with the traditional reference desk and stacks. These new spaces are welcoming to students who want to relax, study quietly and, when they need to, to collaborate, find help, create knowledge and communicate with their peers. This new academic environment is often called an Information Commons. Joan Lippincott's chapter in *Educating the Net Generation* advocates for this new model.³

This past September the Hostos Library unveiled its new Information/Learning Commons comprised of four venues: the Hostos Academic Learning Center (HALC), Academic Computing Center, Faculty Development Center, and the Library. The Library's former Reference Room was redesigned to house the ILC and we have been creating new modes of service and instruction with the Net Gen—and all other students—in mind.

In response to our students' needs, we have redesigned our library website to be more user friendly. We created Chat (Instant Message) and E-Mail Reference—available with a click of the mouse from the Library Home page or by text messaging via AOL, Yahoo or MSN Messenger. We also created an E-Reserve system so that faculty can provide students with articles in electronic format, accessible for viewing and printing from any computer workstation, or from off-campus. Students can now use an online system to request books from other CUNY libraries. New online feedback forms for students, faculty, staff, and administrators have been created, as has a bilingual CUNY Information Competency Tutorial and an online sign-up system for our Open Workshops.

We have also created a video and DVD lending collection for students who, until now, have not been able to borrow films or other audio visual materials. We have created a “What To Read” web page (See “Our Collections”). This new addition to our web site features books Library faculty have selected and we now feature them at the Hostos Library group pages on “Library Thing,” a free web service for organizing and sharing information about books and reading. Students and anyone else can join the Hostos Library group, open their own Library Thing web page and collect/recommend books they enjoy or that are useful in their courses. Library Thing is an

example of Library 2.0 technology that provides interactive, user-friendly web sites that Net Gen students are familiar with.

The Hostos Library and its faculty have undertaken many changes since the new millennium. We continue to evolve because academic libraries must do that. The way information is stored, organized and retrieved changes continually: the way instruction is offered must also change as we observe and analyze student information-seeking behavior.

Miriam Laskin
Library

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TIPS FOR EFFECTIVE COLLEGE TEACHING: USING GROUP LEADERSHIP SKILLS AS A GUIDE

Gina Cicco

As a school counselor turned educator, I was exposed to two major families of theory on best professional practices. Though the roles of school counselor and college professor are strikingly distinct, practice in one profession helped me to see the other in a refreshing light. My first experience as a college educator began with teaching counselors in training. Years of experience in the counseling profession brought me a heightened awareness of the specific needs and concerns of new counselors. These concerns were addressed in my classroom, openly and frequently, in ways reminiscent of a task/work group. Positive feedback from students and faculty colleagues made it clear that this setup was very effective. Many of the techniques that I had used in facilitating groups were applicable to encouraging student learning in the college-classroom setting. Fred J. Hanna and Francesca G. Giordano argue that experience-based teaching has also been found to enhance students' connections of theory to practice and improve their critical thinking skills.¹

Marianne and Gerald Corey are considered authorities on group process and practice.² They describe the differences in types of groups, as far as group aims, techniques used by the group leader, and the commonalities of group members. The Association for Specialists in Group Work (ASGW) identifies the specific competencies required for effective group leadership, depending on the type of group to be conducted.³ This is not to suggest that college educators should run groups in their classrooms, especially because group leadership requires special training, and in some cases mental health training, such as in psychotherapy and interpersonal groups. However, it may be of value to the college professor to examine the dynamics of a task/work group and the qualities of effective group leadership. A task/work group has a unique set of goals. This type of group often aims to assist members in acquiring skills, improving performance, or developing professional expertise.⁴ These aims resemble those of many college courses.

The process of group formation often involves an initial screening for selection of members. Involuntary groups, however, do not always have a built-in screening

mechanism. Once the group is formed, it typically undergoes four stages. In the initial stage, members and leaders are becoming acquainted, focusing on tasks, creating trust, and addressing initial resistance. The transition stage involves dealing with defensive and/or difficult behaviors and conflict, exploring fears and resistance, and working with challenges to the leader. The working stage witnesses and *works* on emerging themes, intense emotions, projections, problems, and self-awareness. The final stage involves preparing for termination, summarizing successes and challenges, continuing assessment and follow-up, and evaluation.⁵ The life of a college course, in my experience, develops through a series of such stages. The initial resistances at the start of the semester and the task of evaluating at semester's end are processes that we undoubtedly go through, whether or not we are consciously aware of them.

How do we translate these similarities in the group and classroom settings into a productive mechanism for educators? Perhaps we should begin by detailing a survey of group leader qualities and leadership skills. In *Groups: Process and Practice*, Corey and Corey suggest that successful group leaders determine group outcomes.⁶ The goodwill and enthusiasm of the leader impact on member performance and attitude. Effective group leaders often possess qualities such as courage, willingness to model, presence, goodwill and caring, belief in the process, openness, awareness of their own culture, nondefensiveness in coping with attacks, personal power, stamina, willingness to seek new experiences, self-awareness, sense of humor, inventiveness, and personal dedication and commitment.⁷ These qualities often make for a successful educator as well.

A survey of group-leadership skills highlights active listening, reflecting, clarifying, summarizing, facilitating, empathizing, interpreting, questioning, linking, confronting, supporting, blocking when appropriate, diagnosing or appraising, modeling, suggesting, initiating, evaluating, and terminating as invaluable to the group leader.⁸ In multicultural counseling situations, these leadership skills expand to include multicultural responsiveness, recognition of personal limitations, and ability to co-lead.⁹ How often do we consider the appropriateness of our responses to students? Do we *actively* listen to their questions and comments? Listening may be the most difficult skill to develop in the classroom when faced with the pressures of time and curriculum. Do we accurately reflect comments that students have made? Do we allow students to openly express their questions through facilitating group activities and interactions? Do we provide suggestions for alternative assignments? Do we explore opportunities for critical thinking? Are we honest about our limitations? These questions may serve as a checklist for conscientious educators. It is clear that many of these qualities and skills are synonymous with those required for effective teaching.

Society continues to demand that educators at all levels be more accountable for their students' learning. The adoption of diverse teaching techniques may be one viable method for developing greater student leadership, communication and interpersonal skills, and critical thinking skills.¹⁰ Anthony F. Grasha describes five teaching styles, including teacher as expert, formal authority, personal model, facilitator, and delegator.¹¹ The facilitator style, by the very term used, draws a connection from group leader to educator, as group leaders are often referred to as *facilitators*. Using some of the techniques modeled in task/work groups such as discussion, learning circles, and planning groups may help to diversify the basic lecture model of college teaching. Simply working on our leadership and listening skills, however, may be

the initial solution for increasing motivation in our classrooms and challenging our students to participate in more thoughtful and meaningful learning.

College educators examining their own behaviors in the classroom may look to the qualities of effective group leaders as a guide. This personal introspection is likely to encourage self-awareness, recognition of limitations, and curiosity. Realizing the extent of actual use of effective leadership skills, such as active listening and nondefensiveness, is also an appropriate self-evaluation exercise. These considerations may prepare college professors for a more thorough assessment of effective classroom practices. The group and classroom settings are more similar than they are different. Therefore, it can only benefit students to demonstrate the qualities and skills of effective group leaders as active facilitators of learning and critical thinking in the college classroom.

Gina Cicco
Education Department

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BUSINESS EDUCATION, INTERNSHIPS AND STUDENTS' TRANSITION TO WORK—ARE STUDENTS MEETING EMPLOYERS' EXPECTATIONS?

Héctor López

The global economy is the new reality and the world, the new workplace. Furthermore, the impact of this new reality continues to expand and intensify. The new reality is that "...the jobs are going to go where the best-educated workforce is with the most competitive infrastructure and environment for creativity."¹ Success in the current high-performance, results-oriented, technology-driven workplace requires knowledge and understanding of global components—economic systems, business practices, political and legal structures and multicultural contexts.² The global economic environment and global competition no longer welcomes the 'Lone Ranger' mentality. It seeks organizational members that will identify with the mission and goals of the organization, and are able to make decisions and learn to work as members of a team.

To succeed in this dynamic, constantly evolving and unpredictable environment, students need a variety of academic and technical skills as well as career preparation experiences. There is also a critical need for educators to convey high expectations and the realities in the world of work that awaits them.³

While employers provide input essential in identifying skills or competencies considered vital in the workplace, educators and employers partner to develop the structures and support for students to acquire the skills needed for employment and lifelong learning.⁴ The latter is an essential element in maintaining and enhancing workplace skills and preparation for possible career changes or adjustments as the nature and demands of the work environment continues to rapidly evolve.

Educators use transition-to-work strategies to engage all students in a rigorous and relevant curriculum, to provide them with life and career connections and to have them explore ever-changing and challenging opportunities in the workplace. Students are motivated and learn best when they understand and identify with the relevance of their instruction—from textbook concepts and theory to practical application.

PROGRAMS OF STUDY

Business education programs provide unlimited opportunities for real-world learning experiences for all students. These opportunities reinforce high academic standards while at the same time providing authentic contexts where students are able to apply what they have learned.

School-based experiences such as student organizations, field trips, guest speakers, and in-school enterprises often becomes an extension of the business classroom.⁵ Work-based experiences include internships, apprenticeships, and cooperative work programs, paid work experiences, job shadowing, community services, and service learning.

The unique ability to bridge theoretical classroom learning and actual workplace experiences is an essential component in students' making a successful transition to the work environment. This is also true in terms of career aspirations and expectations. Students must eventually face the following critical questions: Is this career for me? Is this the type of work I want to do during my adult working life? Will this type of work be intrinsically satisfying to me? What other career options are available to me?

Business education provides a coherent plan to create a personalized learning environment. Through business education, and the numerous support activities and initiatives made available to students—from academic advisement, intervention initiatives, centralized tutoring, and counseling, among others—students undertake an ambitious academic program made relevant by its connection to the community, the workplace and the world around them.

At the post-secondary level, students advance from broad to specific career preparation. Business education courses, supplemented with general education courses, are generally grouped into programs that facilitate students' transition to work and further education if students elect to continue their educational goals and career aspirations at the baccalaureate level and beyond. The challenge for business educators and educators in general, is to forge pathways that encourage awareness and exploration activities that can be integrated into ongoing experiences that provide students initial connections to the rapidly changing world and the demands of the workplace that awaits them.

ESSENTIAL SKILLS FOR THE GLOBAL WORKPLACE

Today's highly competitive job market has dramatically changed the rules for career success. Business education is essential for the preparation of students as knowledge workers in terms of what the students should know and what they should be able to do once they finish their academic program.⁶ Keeping up with the constantly changing work environment means that students' will have to keep learning and maintain a high level of flexibility in order to adapt to new ideas.⁷ What skills do students need to bring with them to perform well in the complexities that characterize globalization, world interdependence, and free trade? Some of the basic premises components that have emerged in terms of workplace competencies include:

- Philosophy of lifelong learning—continue to learn to maintain a competitive edge;

- Upgrading general business skills—mathematics, reading, writing, speaking effectively;
- Networking—actively connecting with people within and outside the work environment;
- Critical thinking skills—decision making, solving problems, creative thinking, reasoning;
- Interpersonal skills—participates as a team member, work with cultural diversity, resolving conflicts;
- Personal qualities—taking responsibility, integrity/honesty, self-esteem, sociability;
- Technology—maintaining and upgrading computer and technological skills;
- Allocation of resources and effective use of information; and
- Learning and adapting to change.

To prepare students for the new workplace requires understanding the global economy as the new reality, and finding out what businesses will expect of workers in the new workplace.⁸ The competencies are based on cross-industry standards of what entry-level workers are expected to know and do to be considered “fully competent.”⁹ Business educators must ensure that students are aware of these basic premises and workplace competencies as they pursue their educational goals and career aspirations. It is then “a question of exploring how best to internationalize the business curriculum when one is under the gun to teach for tomorrow, today.”¹⁰

Individuals must have the skills to gather, create, and analyze data to produce timely information needed for decision making, commonly referred to as ‘skill sets’.¹¹ Today’s organizations, therefore, expect employees to be able to make appropriate decisions about lifelong learning needed in their chosen careers. Students can achieve technical competence, understand theory, apply academic skills in a meaningful way, and integrate career development into satisfying career choices when they participate in the business education program.

The ability to bring together theoretical-conceptual learning in the classroom and the actual application in the workplace is the essential component in students’ making a successful transition to the world of work. Business education programs enable students to develop those skills essential for successful transition from school to work and, ultimately, their career goals and aspirations.

In transitioning to work, the essential employability skills for the global workplace outlined in this article are best learned when they are included along with instructional goals and explicitly taught. At Hostos, foundation skills needed and employer expectations for prospective new hires are communicated to students through in-class presentations in the foundation courses for career programs, Career Day, CLIP, Hostos Success Academy, and other venues where students are the audience, e.g., New Students Orientation. In addition, as a means of communicating high expectations, a handout is made available to all students during Academic Advisement and the information is also prominently displayed on the Business Department Bulletin Board.

PREPARING STUDENTS FOR THE GLOBAL TOMORROW: INTERNSHIPS

The question that often surfaces is whether business programs should initiate or maintain a partnership or internship initiative with business organizations for students majoring in business curricula. While there are skeptics that question the usefulness of such initiatives, several studies show the practicability of such initiatives.¹² The fundamental requirement for internship initiatives is to provide suitable, substantive internship experiences for students.

The primary beneficiary of business internship programs is the business student, since the primary purpose of internship programs is to provide students with practical work experiences while they pursue academic studies. These work experiences help participating students bridge the gap between theory and knowledge learned in the classroom and the daily activities in the business arena. While students have a good grasp of the theory and concepts upon which jobs in the business world are based, they may lack interpersonal communication and human relations skills, and practical knowledge needed in jobs.

An essential purpose of internship programs is to help students gain employment in good positions when entering the job market by having internship experiences on their résumés. Many employers prefer graduates with internship experiences over those without such experiences.¹³ These employers know that knowledge of business-related theory does not necessarily mean that employees can perform the daily tasks of a specific job. Employers also know that considerable time, effort, and expense are required to make productive employees of recent college graduates who have had no practical work experience.

Also, many interns remain as permanent employees after internship experiences are completed. In these instances, internship experiences replace normal job training periods—a major advantage for the student and/or prospective employee.

Colleges and universities also stand to benefit from business internship programs. Business professors are able to keep up to date with the rapid changes in the business world through their contacts with business persons participating in internship programs, especially in the international business environment.

Business professors are often criticized for being out of touch with the real world of business. The daily activities of preparing lessons, teaching classes, evaluating students' work, research and publishing, student advising and office hours, serving on committees, and participating in school social/career events leave little time for business professors to become actively involved with the business community. Therefore, professors may not be up to date on current business activities and critical happenings in the global business environment. Interactions with business representatives or businesspersons and interns provide opportunities for business professors to remain current with the ever-changing and dynamic global business environment.

Of equal importance are the benefits that may accrue to colleges from the public relations values of internship programs. The support of the business community in such forms as monetary grants for equipment, endowed chairs for professors, and subsidies for research, among others, often arises because of interactions between business professor and business leaders in the community.

The business community also benefits from internship programs. Organizations can hire interns at lower costs than they could hire regular employees and can train

interns who may go on to continue employment after graduation. Upon graduation, these interns are trained, productive employees. Furthermore, if interns are not satisfactory employees, internships may serve as screening devices for employers and an intervention device to help the intern get on track.

Employment or 'job-fit' in suitable jobs is essential for an internship to be of value to participating students. This is where a 'Career Services' and 'Cooperative Education' support initiative plays a crucial role in assisting students with interviewing skills, résumé and cover letter preparation, online job search, and guiding students to internships directly related to their field of study and successful career path. Equally as well, businesses must be willing to allow interns to observe and participate in the essential managerial phases of business practices—planning, organizing, directing, control, supervision and teamwork—for the internship experience to be a valuable learning experience for the student. The major objective is a 'win-win' situation or outcome for both the business organization and the internship participant.

This actual business work experience for students is a pathway that enables business organizations to have access to well-qualified workers as well as trained employees for the future. Together, quality business programs and internships enable students to develop skills essential for successful transition from school to work and, ultimately, to intrinsically satisfying careers.

There is no doubt whatsoever that business education in a global economic environment is crucial for all students. We must all be a student of the global economy today. And we must prepare our students to be ready to recognize and to adapt appropriately as the global economic environment around us rapidly changes.

Héctor López
Business Department

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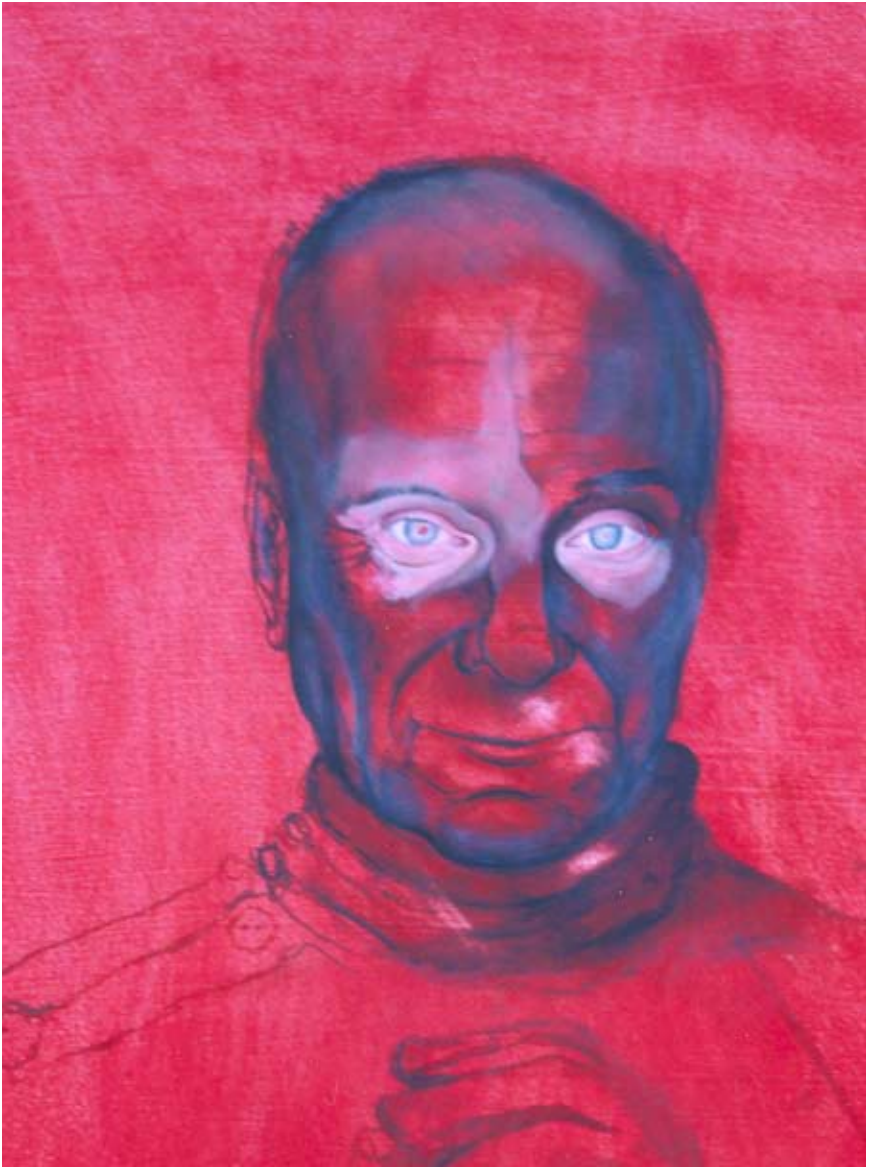
NOTES ON A PORTRAIT OF SIR PETER MAXWELL DAVIES

Ian Charles Scott

A painting evolves slowly. I was studying mime in the Pineapple Dance Studio, Covent Garden, London in the early 1980s. The teacher for the session was the great Lindsay Kemp, the man who had once taught David Bowie and Kate Bush. Kemp is an extraordinary being and the chance to be taught by him was too good to miss. I was nothing great at mime but in the changing rooms I got chatting about a film script I was writing about the Mandragora plant and that I was looking for a soundtrack. “I know the very thing,” said the woman next to me, “Peter Maxwell Davies,” and so from this lady—a BBC music producer—I was introduced to the music of Maxwell Davies.

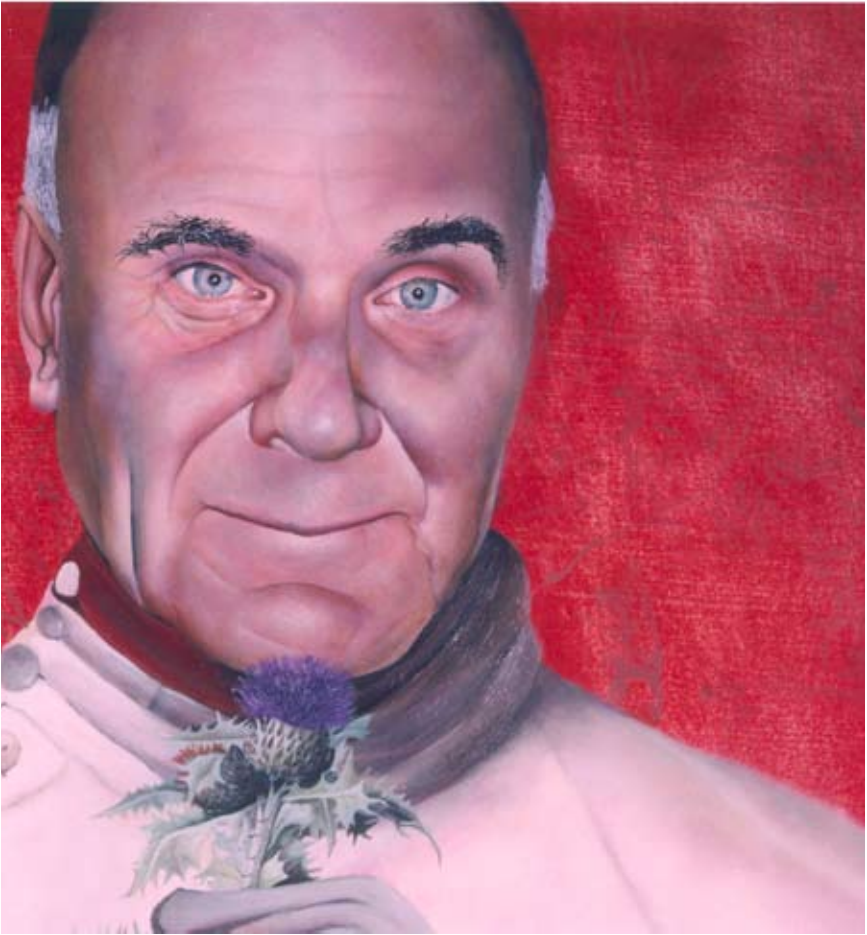
To say it was difficult music is an understatement. Like most modern classical composers, niceness and pleasant sounds are rare; however, intellectually and spiritually the workout was unlike anything I had ever experienced. His “8 Songs for a Mad King” for instance, explores the madness of King George III, the king during the American revolutionary war. This piece involves the most extraordinary range of voices to the accompaniment of a series of sounds based on an actual musical instrument that contained live birds. These poor creatures would be urged to produce sounds by the instrumentalist pulling various strings that would cause them to shriek! Strangely, however, this dissonance produces a strangely hypnotic quality and a fascinating build-up as all pretensions of the King’s normality are stripped away and in the coda he is revealed shrieking like one of the tortured birds himself. I knew instantly this was work of genius.

A few years later, while a student in Dundee University, I went to see Max conduct the Scottish Symphony orchestra in St Andrew’s University (our Sister University just over the river Tay). I sketched his face as he conducted and used the work in a series of etchings. By this time, Max had “emigrated” from southern England to the remote northern island of Hoy in Orkney. Things were starting to converge. In Orkney, Max became great friends with George Mackay Brown, Scotland’s most



famous poet of the 20th century and my own friend who has inspired about 50 paintings, drawings and etchings from me over the years.

In fact, George was pivotal in Max's move to Orkney. On his first holiday there he had picked up a copy of George's book about Orkney—*The Orkney Tapestry*—and spent all night in his hotel reading it. The next day he was introduced to George who suggested—as a joke—that an old abandoned croft nearby would make an



ideal dwelling for a composer. Two years later, Max was living in it with no electricity and composing his best pieces. Oh for those chance meetings.

Max has used several of George's poems as librettos and over the years he has become less of a rebel and the music, while still difficult, is sometimes more lyrical. He fashioned an opera, for example, from George's magnificent novel, *The Martyrdom of St Magnus*, a spellbinding story based on the true story of the killing of St Magnus the patron saint of Orkney. Max has also written several other operas including 1980's *The Lighthouse*, which is a haunting scenario based on the true story of the three lighthouse keepers on the island of Muckle Flugga, who mysteriously disappeared one night in the 19th century. He is now Master of the Queen's Music, the official composer to Her Majesty Queen Elizabeth the 2nd.

Before Max was able to survive as an independent composer, he was an innovative musical educator and his approach is virtually identical to my own. We share

the vision of treating pupils with absolute seriousness and working with them on serious pieces of art. People will respond exactly as how you treat them. If you treat them poorly, they will perform badly; however, if you treat them as musicians and artists in their own right they will produce masterpieces. Max's compositions with school pupils prove this one hundred percent; however, it does need the teacher to be a serious artist in his or her own right and able to come from the space where true creative miracles can happen. This of course is rare and when found should be cultivated.

Max has continued this cultivation with his creation of the St Magnus Festival, which is held every May in Orkney. The festival attracts the finest musicians from all over the world such as Isaac Stern and André Previn but perhaps more importantly, Max works with the local school children to produce pieces of music that are premiered at the festival. In my experience, they are always magnificent productions. During May you can hear the St Magnus Festival broadcast on BBC Radio 3—easily accessed on the Internet.

I started work on the older Max after he came to give a talk near my home town of Wick this summer. The talk was brilliant and it was interesting to see how Max had evolved since our last encounter in the 1980s. I started on the head after deciding I would give him a fencer's costume. The reason? I had one lying in the studio after an earlier painting where I ordered a fencing mask from ebay and I was sent the whole outfit! Well it was interesting and there is a nimble quick parrying quality to Max that this encapsulated. He holds a Scottish thistle to represent his adopted country and the slightly prickly sharp quality in his music, an aesthetic single-mindedness.

The location was a problem and I went through several ideas over in the weeks before deciding on an interior from Stromness Museum, the Orkney Islands' local museum and one of the best I have ever seen. The seashells on the windowsills show we are near the sea and they are acoustic symbols. However, I really had to struggle with the views outside the windows. It would have been nice to show the sea and the Orkney landscape, but I decided on some of the local buildings to push us into the interior and fix us in space. The air is impregnated with the salt sea but I do not want to just serve it up on a plate. I need the viewer to work through the claustrophobia of the buildings into an inner freedom, not one I implant in their retinas.

The painting is still far from finished and so far has taken five months. The last feature I worked on was the small clay armature maquette of a man on the windowsill. Max created an Opera on Frankenstein, *Resurrection Symphony*, and this figure could be an echo of that creation in defiance of God which a lot of Max's earlier works were (he did after all create the soundtrack for the hugely controversial film *The Devils* directed by Ken Russell in the 1971). The maquette can be an echo of this and Max's expression and looks into our eyes as a counterpoint to his mature work which has begun to allow God in and lyricism. Perhaps it is a symbol for many of our existences?

When I was being assessed for my post-graduate degree in Fine Art in Dundee, the assessor Ian Mackenzie Smith, OBE, the current President of the Royal Scottish Academy, noticed that my influences were George Mackay Brown's writing and Peter Maxwell Davies' music. He suggested that together we form a triangle with me being the visual part of that equation: a daunting task to match such men at the



pinnacle of their brilliance. So I guess for the last 20 years and with all my travels and works, I have trying to live up to that suggestion and produce works of the quality needed to form part of that triangle. Anyway, this is my first portrait of Sir Peter Maxwell Davies—oils on wood—and its development over 20 years.

Ian Charles Scott
Humanities Department



Ian Charles Scott, "Portrait of Sir Peter Maxwell Davies," oil on gesso panel, 18" x 24".

TIERRA MIA

Walter Rada

Soledad,
hermosa tierra mía,
dime cuándo, cómo o dónde
me quedaré contigo.

Dime, Soledad,
cuándo, cuándo, cuándo,
encontraré en ti, fertilidad sobre tu suelo,
líderes de tierra, no de aire ni vuelo.

¡Oh! Soledad,
cuándo te veo, me das vida.
A pesar de encontrarme lejos,
me siento parte de ti..

Yo estoy hecho de tu tierra, tu agua, tu fuego:
cuándo llueve en ti, yo pienso en tu lluvia,
cuándo tropiezas, yo me resbalo,
cuándo te abusan, yo siento el abuso,
cuándo te atropellan, yo sufro el castigo.

Yo llevo una soledad muy dentro de mí,
aunque vivo en la Soledad de Nueva York:
consigo tus butifarras, en Jamaica Avenue;
tu arroz con lisa, en Northern Boulevard;
tus pasteles, en Flushing Meadow Park;
y, tu vallenato y cumbia, en Junior Caribe.

¡Oh! Soledad,
tierra mía, siempre te mantengo presente:
aún conservo tu sol templado que quema mi frente,
tu viento que sopla en los atardeceres,
tus aguas que inundan el mercado público,
y las canoas que abastecen tu puerto.

Soledad,
aquí en octubre es otoño
y los árboles empiezan a deshojar.
Día tras día todo es oscuro, y con el paso del tiempo
los días se hacen más fríos y duros.
El frío nos golpea con su crudeza,
mas la nieve y el sol nos dan fortaleza.

En ti Soledad,
no hay frío ni nieve
ni siquiera otoño.
Hay más bien primavera.
Una primavera que alegra a la gente,
e invita a las noches candentes.

¡Oh! Soledad,
dame tu primavera.
Envuélveme en tu manto de armiño.
Hazme sentir como un niño,
con el amor de tu gente y su cariño.

Soledad,
no puedo olvidarte:
no puedo vivir sin tus fiestas patronales, las de mi San Antonio;
no puedo vivir sin tus carnavales, La Gran Parada y Las Noches de Guacherna.
¿Qué haré sin ti, Soledad?

Lejos de ti Soledad,
te he seguido siendo fiel:
he conocido hermosas ciudades,
pero ninguna me ha cautivado;
he disfrutado los mejores manjares,
pero ninguno me ha gustado;
he conocido muchos jardines,
pero ninguno me ha impresionado.

¡Oh! Soledad,
dónde quiera que estoy, me siento orgulloso de ti.
Siempre voy con la frente en alto.
Nunca olvido mencionar tu nombre.

Siempre mantengo tus valores vigentes.
Nunca niego mis raíces ni mi gente.

Soledad,
dime cuándo, cuándo, cuándo,
me acogerás en tus entrañas.
Dime cuándo podré vivir dentro de ti.
Dime cuándo podré despertar entre tus brazos.
Dime, patria mía, ¿cuándo podremos estar juntos?

LA ENTREVISTA

pieza en un acto

Miguel Correa

PERSONAJES

TRABAJADORA SOCIAL, hermosa joven bilingüe, vestida apropiadamente.
VIEJA, vestida en harapos, como la describe la trabajadora social. En la cabeza, un sombrero amarillo muy deteriorado.

Se sugiere se repartan tickets enumerados al público, reservando los números 17 y 18 para el personaje Vieja. De este modo el público también aguarda su turno para ser atendido por la trabajadora social.

ESCENOGRAFÍA

El escenario será una típica oficina norteamericana con el ambiente más artificial posible. Un buró en la esquina lateral derecha, repleto de papeles, libros idénticos o guías de teléfono, una lámpara para leer y un pequeño radio-grabadora que también da la hora. Un casete pregrabado en inglés dará, a mitad de la obra, una noticia sobre una catástrofe sísmica que ocurre en cualquier lugar remoto. Una máquina de escribir en una mesita al lado del buró de la trabajadora social con su correspondiente silla. Otra silla esquelética se colocará frente al buró de la trabajadora social para atender al público-caso. El trasfondo de la oficina está completamente a oscuras. Plantas artificiales adornan la oficina; la pared lateral derecha muestra diversos títulos universitarios bellamente enmarcados. Un fuerte olor a azucenas o a pino, echado a intervalos con latas de spray por la trabajadora social, inunda la escena.

LA OBRA

Las oficinas de una agencia comunitaria de servicios sociales rebosan de personas que esperan ser atendidas por la trabajadora social. Son las diez de la mañana. Una algarabía sale de los salones congestionados. La lengua española enrarece el aire. El llanto de varios niños podría abrirse paso por entre las voces adultas. Alguien intenta sintonizar una sonata de Mozart en un diminuto radio portátil, pero termina sintonizando una apasionante radionovela. La algarabía, el llanto y la emisora producen un escándalo

infernally. La trabajadora social, en la esquina derecha de la escena, habla por teléfono haciendo girar su silla de buró. Cuelga el auricular y mira unos papeles... En breve se levanta de su silla con una lista de nombres enumerados y se acerca al público...

TRABAJADORA SOCIAL: el número 17...

Se incorpora, penosamente, una vieja de evidente hispanidad que roza en los sesenta y que apenas puede abrirse paso.

VIEJA: ¡Aquí, aquí! Yo soy el 17, señorita... ¡Que no puedo pasar! Un momentico, por favor, por favor, déjenme salir que yo soy el 17...

TRABAJADORA SOCIAL.- ¡El 17, el 18, el 19, el 20!

VIEJA: ¡Ay, por Dios, que estoy trabada! Señorita, un momento, un momentico, que ya voy, que se me ha enredado esta jaba con la pata de la silla. Déjenme pasar, déjenme pasar... ¡Dios Santísimo, que ya llamaron mi número! Ya, ya, aquí voy, ¡Dios mío, qué gente ésta tan bruta!

TRABAJADORA SOCIAL: ¡el 20, el 30, el 40!

VIEJA: ¡Ya van por el 20! ¡Señorita! ¿Usted no ve que llevo media hora tratando de pasar y estas bestias no me lo permiten? Yo soy el 17 y ahora es mi turno...

TRABAJADORA SOCIAL: *(desde el escenario)* ¿Usted tiene el 17?

VIEJA: Sí, hija, yo, el 17, San Lázaro, quién lo iba a tener, yo lo tengo, el 17, cómo no... Espérese que tengo el numerito metido aquí en las tetas *(se busca en los senos)*... Aquí está.

La Vieja sube al escenario y le entrega el número a la trabajadora social.

TRABAJADORA SOCIAL: Bueno, siéntese. Ahora mismo la atiendo...

Suena el teléfono de la trabajadora social. La trabajadora social coge el teléfono. Se inicia una conversación en inglés pero que apenas se escucha. La vieja se lleva una mano a la boca y se empieza a comer las uñas. La trabajadora social, sin dejar de hablar por teléfono, la mira. La Vieja retira la mano de la boca al ser sorprendida. La trabajadora social se ríe a carcajadas y sigue hablando. Se siente el ronroneo del inglés. La vieja recorre con la vista las paredes de la oficina de la trabajadora social y la detiene sobre el título de Fordham University... La trabajadora social bebe una taza de café (de papel) mientras habla. La vieja enciende un cigarro enorme... La trabajadora social por fin cuelga.

TRABAJADORA SOCIAL: *(hojeando unos papeles frente a la Vieja)* Lo que le pasa a usted, señora, es que usted no reúne los requisitos para la ayuda que está dando el gobierno. Porque usted llegó hace muy poco de Cuba, ¿no es así?

VIEJA: Sí, hija, acabo de llegar, como quien dice. Pero Bebo todavía está allá...

TRABAJADORA SOCIAL: ¿de Cuba me dijo usted que había llegado?

JOVEN: sí, de allí mismo. ¿Usted es también cubana?

TRABAJADORA: sí, pero yo llegué hace mucho tiempo, al principio de la revolución. Cuando yo llegué apenas había cubanos por aquí. Y mucho menos ninguno pidiendo ayuda social. A los cubanos no nos gusta tener que pedir ayuda al gobierno. Somos laboriosos, honrados, vivimos del sudor de nuestras frentes...los que llegan en la actualidad no hacen más que bajarse de los botes y ya marcan en la cola de los cupones de alimentos. No se acostumbre a eso, ¿me oyó? Que los cubanos no somos como los... *(la Trabajadora Social no termina la frase)*

VIEJA: ay, sí, en uno de esos botes que usted menciona llegué yo hace ya un año...
¡un año ya, Gran Madre Celestial! ¡Un año entero sin ver a Bebo!

TRABAJADORA SOCIAL: se le ve, se le ve, se le ve que acaba de llegar. Yo de verla venir con esa jaba y con ese pelo enmaniguado y con esa vena latiéndole en la frente y con ese vestido carmelita y con esa blusa de nylon y con esa sofocación, de verla llegar nada más, desde que usted llegó y se sentó, me he podido dar cuenta de que usted no reúne los requisitos. ¡Ay, si usted hubiera llegado unos meses antes! Entonces sí hubiera recibido ayuda. Pero a usted se le ocurrió salir de Cuba después que la ayuda había sido cortada... ¡Usted debe estar loca!

VIEJA: Ay, sí, señorita, pero es que de Cuba uno no sale cuando uno quiere sino cuando se puede organizar la fuga...

TRABAJADORA SOCIAL: Y déjeme decirle algo: usted no sólo no califica para eso que usted anda buscando, sino para nada. Aquí sí creemos tener un programa que regala espaguetis y refrescos de tilo al tiempo, pero el solicitante tiene que ser bilingüe y bicultural. ¡Ah, y el solicitante tiene que ser biconvexo! Y tiene que haber venido de Bielorrusia. O sea, que usted está, como bien usted ve, descartada. Déjeme ver sus papeles...

La Vieja busca en la jaba unos papeles grasientos. Los mira y se los entrega a la trabajadora social. La trabajadora social mira los papeles y los va metiendo en otra jaba parecida como para deshacerse de ellos. La Vieja saca otros papeles, unos cartones, una tarjeta plástica, un abanico destartalado, un sobre aéreo, varias cajetillas de cigarros vacías, una carta de recomendación...

TRABAJADORA SOCIAL: Señora, escúcheme bien: lo que yo necesito es una identificación suya... una identificación cualquiera, una aidí, algo que diga que usted existe, que usted es una vieja...

VIEJA: Espérese, espérese, por aquí tenía yo un papelito que me dieron en Pensacola que decía que yo era una vieja horrible ...

La Vieja saca otros papeles, un pomo de culantro, un cupón de alimentos, una servilleta, una trampa de ratones, un cenicero, una hoja de periódico, un ala de un ventilador, un bombillo, una fotografía hecha pedazos, un caracol gigantesco...

TRABAJADORA SOCIAL: ¡Señora! Esconda, por favor, toda esa bichería ...

VIEJA: (hablando para sí) Se me ha perdido ese papelito. ¡Y cómo yo lo guardé! Y cómo lo protegí del viento...

TRABAJADORA SOCIAL: mire, señora, a usted lo que tenemos que hacerle es un resume.

VIEJA: ¿un consumé?

TRABAJADORA SOCIAL: ¡un currículum vitae!

VIEJA: Ay, sí, un consumé me vendría muy bien a esta hora.

TRABAJADORA SOCIAL: Vamos a hacérselo...Me va a tener que responder a unas cuantas preguntas.

VIEJA: a las que hagan falta, no faltaba más.

La trabajadora social se levanta de su cómoda butaca y se sienta en la pequeña silla lateral frente a una máquina de escribir. Pone una hoja en la máquina deleitándose con la exactitud simétrica de los bordes del folio. Termina de cotejar la hoja de papel e interpela a la Vieja

TRABAJADORA SOCIAL: nombre...

VIEJA: Lourdes Inés Matías Chava

La Trabajadora Social entra la información que la Vieja brinda tecleando en la máquina de escribir a una gran velocidad.

TRABAJADORA SOCIAL: dirección...

VIEJA: 4524 Bergenline Avenue, Apartamento 2-c. Union City, Nueva Yersi.

TRABAJADORA SOCIAL: estado civil...

VIEJA: casada, con Bebo. Bebo es como yo lo llamo cariñosamente, pero su nombre de verdad es Eusebio Mujal.

TRABAJADORA SOCIAL: religión...

VIEJA: ay, ponga la que usted quiera, católica yo creo, aunque también fui patiblanca. Ponga Pentecostal. O lo que a usted se le ocurra. Eso nunca ha tenido para mí una gran importancia.

TRABAJADORA SOCIAL: número del Seguro Social...

VIEJA: ¡ay, Dios mío, pero cuánta información hace falta para que le den a uno un poco de caldo de pellejos! Espérese... *(la Vieja busca en su jaba un cartón que trae inscrito el número)* 26397382, ese es el número, aunque yo no veo muy bien...

TRABAJADORA SOCIAL: 23?

VIEJA: 82

TRABAJADORA SOCIAL: ¿82? ¡Señora! ¡Ay, ay, que le falta un número!

VIEJA: el número parece un 2, pero no lo es: es un 22. Mire, ponga el que usted quiera, ¿quién se va a fijar en ese número tan grande?

TRABAJADORA SOCIAL: educación...

VIEJA: *(hablando para sí)* Ay, Madre Santa, esto es una locura... ¡costurera! Sí, costurera. ¡Y la buena costurera que era! Graduada y todo, del Salón de Corte y Costura “El Tejido Mágico”, en Banes, Oriente...Y también fui maestra de costura. Pero ponga lo que usted quiera. Usted debe estarse burlando de mí. ¡Qué cantidad de trámites para tomarse una sopa!

TRABAJADORA SOCIAL: dirección postal de la escuela...

VIEJA: Carretera a Güines de Melena, kilómetro 2. Banes. Ya se lo dije.

TRABAJADORA SOCIAL: ¿Alguna especialidad como costurera?

VIEJA: sí, especialista en bordado interior de trajes de novia y capas de agua...

TRABAJADORA SOCIAL: ¿maestras?

VIEJA: Varias. Cira Ernestina Matamoro, mi querida maestra de latín, si aún estuviera viva, ella le podría hablar de mí...

TRABAJADORA SOCIAL: ¿asignaturas cursadas y aprobadas?

VIEJA: Mecánica, Zoología, Caligrafía, Ciencias Sociales, Cálculo, Latín...

TRABAJADORA SOCIAL: ¿opinión de maestros, funcionarios y demás administradores sobre la graduada...?

VIEJA: excelente

TRABAJADORA SOCIAL: ¿fecha de graduada?

VIEJA: 25 de mayo de 1949

TRABAJADORA SOCIAL: ¿ha desempeñado algún oficio desde que llegó a los Estados Unidos?

VIEJA: ay, sí, he tenido dos trabajos, no muy buenos pero por lo menos para comer...

TRABAJADORA SOCIAL: dígame en qué ha trabajado aquí. Empezó por el último empleo desempeñado...deme detalles.

VIEJA: mi primer empleo fue el peor de los dos: fui recogedora de mangles, troncos y desperdicios en el parque de los Everglades. También fui cazadora...

TRABAJADORA SOCIAL: cuáles eran sus responsabilidades en ese trabajo...

VIEJA: salíamos bien temprano a recoger las primeras hojas, lianas, culebras, tamarindos y trapos que hubieran caído dentro del pantano. Hundimiento de cara, axilas y manos en aguas putrefactas del pantano. Con un pincho enorme, yo era la encargada de recoger las botellas, latas, auras muertas, periódicos, condones y hasta los bilongos que los turistas habían lanzado a aguas del pantano el día anterior. También tenía que desecar las partes más cenagosas del pantano, que eran muchas...

TRABAJADORA SOCIAL: ¿alguna otra responsabilidad en ese trabajo?

VIEJA: sí, por las noches, antes de irnos a la barraca, teníamos que acudir todas, con un gigantesco mechón, arpón y botas plásticas a cazar rana-toros. Continua vela, y encandilamiento del bicho con el enorme mechón, así como el lanzamiento de afiladísimo arpón sobre el carapacho de éste, una vez identificado el coso y encandilado como era debido...

TRABAJADORA SOCIAL: ¿por cuánto tiempo desempeñó ese trabajo?

VIEJA: hasta hace muy poco, cuando enfermé de beri-beri.

TRABAJADORA SOCIAL: Ay, pero esa experiencia laboral no le va a servir aquí de mucho porque aquí no queda ni un pantano que desecar... ¿No tiene experiencia en una tienda de ropa o cuidando ancianos?

VIEJA: ay, menos mal que aquí no hay pantanos. Por eso mismo yo salí huyendo de la Florida. ¿Una tienda de ropa? ¿Y usted qué cree?

TRABAJADORA SOCIAL: ¿algún otro oficio?

VIEJA: sí, antes de ése, trabajé como despeluzadora de mangles, marabuzales y yerbas con espinas. En el río Mississippi. Mi supervisor era el señor Zimmerman. Ay, allí casi me muero. Yo tenía que salir con un machete y una jaba de nylon enorme a limpiar ese río que es muy grande. Me picaron infinidad de bichos que ellos decían que no picaban. Pero también tenían razón: alguien tenía que hacer ese tipo de trabajo...

TRABAJADORA SOCIAL: ay, por Dios, señora...

VIEJA: sí, hija, así ha tenido que ser. Yo también traía un sueño cuando decidí venir a este país. No me importaba lo que tuviera que hacer. Por eso tenía que hacerlo...

TRABAJADORA SOCIAL: ¿cuál era su sueño?

VIEJA: comer, hija, comer. Y ahorrar todo lo que pudiera para traer a Bebo.

TRABAJADORA SOCIAL: no sé si este resumé le ayudará mucho. Mire, señora: aquí también tenemos un programa para personas de bajos ingresos, como usted, para inmigrantes recientes, como usted, que tengan un expediente limpio, como usted, y que no hayan recibido ningún tipo de ayuda federal en su vida.

VIEJA: ¡ay, gracias a San Martín de Porres! ¡Ese es el programa que yo necesito! ¿Ya estará listo el consumé que usted me iba a preparar?

TRABAJADORA SOCIAL: aparentemente usted califica para ese programa, pero el programa requiere que usted cumpla con otros requisitos aleatorios: el

solicitante tiene que tener alguna de las extremidades inferiores, de goma. ¿Ya ve? ¿Tiene usted alguna de las extremidades inferiores de goma o de algún material parecido a la goma?

La Vieja se inclina y se mira los zapatos.

TRABAJADORA SOCIAL: Dígamelo porque ya estoy desesperada: ¿tiene usted alguna extremidad de goma? No la tiene. ¿Ya ve? Aunque éste no es el único requisito que deberá cumplir. Suponiendo que tuviera usted no sólo una sino las dos extremidades inferiores terminadas en duraderas prótesis, usted tendría que ser ciudadana americana. Y más aún: tendría que venir enyesada. Y hay otro requisito por acá: tendría que ser soltera. ¡Ah, y por acá hay otro requisito! Tendría que presentar pruebas de que nunca comió usted lagartijas vivas. Y el otro requisito dice que usted tuvo que haber vivido, por lo menos dos años, en una cueva...Y el otro requisito, que es sin lugar a dudas el requisito más importante, dice que usted no puede ser una indigente...Este programa, para el cual usted obviamente no califica, es, además, de muy limitados recursos. El mismo le proveería (*si calificara*) de doscientos gramos de mantequilla. El pan va por su cuenta. Pero usted está, cómo bien usted ve, descartada...

Se abre un silencio interrumpido tan sólo por los ronquidos de la Vieja y por el murmullo del radio. Pasan varios minutos. La trabajadora social sigue leyendo unos papeles. La vieja se ha empezado a engarrotar en su silla y comienza a soltar unos ronquidos verdaderamente monstruosos...

TRABAJADORA SOCIAL: Pero aquí creo tener algo que le puede interesar: un programa para mendigos...Déjeme ver si hay por casualidad algún requisito que usted no cumpla...No, talmente parece que usted reúne todas las condiciones: el solicitante tiene que tener más de cincuenta años, debe caminar, todavía, derecho, y debe mover la cabeza con furia hacia ambos lados...

La Vieja empieza a mover la cabeza con furia hacia ambos lados a la vez que crecen los ronquidos en intensidad.

TRABAJADORA SOCIAL: el solicitante también deberá escupir incesantemente...

La Vieja escupe en todas direcciones sin dejar de mover la cabeza con furia en medio de unas convulsiones y unos temblores.

TRABAJADORA SOCIAL: y deberá repetir la frase: “Mándame la muerte, Todopoderoso” en lastimoso estado...

La Vieja se tira al piso, junta las piernas y se muerde una mano. La trabajadora social se inclina sobre el buró, mira a la Vieja que ha empezado a repetir la frase “Mándame la muerte, Todopoderoso” y sube el volumen del radio. El radio habla de una catástrofe sísmica.

VIEJA: (*desde el piso*) ¡Mándamela, sí, mándamela!

TRABAJADORA SOCIAL: (*inclinándose sobre su buró*) Los ronquidos que el solicitante deberá emitir no excederán, en ningún caso, los doscientos decibeles...

(La Vieja aminora la intensidad de los ronquidos. La trabajadora social apaga el radio)

TRABAJADORA SOCIAL: (*con voz más apaciguada e inclinándose sobre el buró*)
¿Señora? ¿Usted está todavía ahí?

VIEJA: Aquí, hija, sí, aquí...pero Bebo todavía está allá.

TRABAJADORA SOCIAL: (*girando su silla*) ¡Qué dichosa se ha puesto! Este programa del que le hablo le permitiría comer picadillo y un ramajazo de berro a un precio muy módico. ¿Qué le parece? Los hispanos en este país, señora hermosísima, estamos para ayudarnos los unos a los otros. (*Con las piernas sobre el buró y las manos detrás de la nuca*) ¿Usted está oyéndome? Para formalizar su solicitud deberá llenarme esta planilla y deberá entregar tres fotos tipo pasaporte con fondo claro y sin retocar...Déjeme tomarle los datos.

TRABAJADORA SOCIAL: (*ahora bebiendo el café y bojeando varios pliegos amarillos*) También deberá sacarse las huellas no sólo de las manos sino también de los pies y del borde del culo, así como una radiografía de la masa encefálica y una placa del duodeno...

VIEJA: (*en estado agónico y desde el otro lado del buró*) Yo no tengo duodeno...

TRABAJADORA SOCIAL: Deberá presentar el recibo de la luz, el del gas, el del teléfono y el de los impuestos. No vaya a olvidar la fe de matrimonio ni el acta de la policía que hable de su conducta ejemplar en la mendicidad ...
La trabajadora social termina la tasa de café y lanza el recipiente sobre la

Vieja.

VIEJA: (*con voz agónica*) Ay, sí, yo siempre he sido una mendiga ejemplar...pero Bebo siempre ha sido un caballero...

TRABAJADORA SOCIAL: ¡Ah, y no olvide traerme una copia del título de la escuela! Sin el título nada se podrá hacer. ¿Usted está todavía ahí? Le voy a dar una cita para que me traiga todo ese destripajamiento y todos esos papeles: el día primero del mes entrante, a la una en punto...

VIEJA. (*moribunda*): Si usted quiere yo espero esa fecha aquí tirada al pie de su buró...

TRABAJADORA SOCIAL: y ahora usted se me va corriendo.

VIEJA: (*arrastrándose por la pieza*) ¿Y para qué son esos cincuenta dólares, señorita?

TRABAJADORA SOCIAL: Ese es el honorario, el *fee* es para procesar su solicitud...Y no me vaya a decir usted que no tiene el dinero de ese fee porque para decir que no tiene el dinero de ese fee tiene que pagar otro fee y tiene que llenar otra solicitud para que el estado los pague por usted...

VIEJA: ¿Fiiis ha dicho?

TRABAJADORA SOCIAL: (*con las piernas sobre el buró y limándose las uñas*) Y cada vez mayores... ¿No sabía usted que hasta la libertad tiene un precio exacto en centavos y en dólares?

VIEJA: (*delirando y sin dejar de arrastrarse por la pieza*) Ya veo, ya veo, hasta la vida tiene un precio en dólares, igual que las pizzas, igual que el bacalao. Ya yo lo sabía. Porque así mismo me lo había dicho mi hermana de Miami: "el día que amanezcas aquí sin dinero podrás descontar ese día del cúmulo de días de tu existencia. Porque ese día no has existido". Antes, antes, cuando yo era una mujer de verdad, cuando el mundo era un mundo verdadero, cuando la vida era un derecho y no un privilegio como hoy, yo era feliz... Yo me levantaba al amanecer y daba de comer a las palomas...Y regaba los

gladiolos. Y Bebo dormía. Y yo caminaba hasta la arboleda en sombras. Y la yerba crujía inocentemente bajo mis pies. Y sentía el escándalo de los gallos y de los mangos de injerto. Y yo sabía que aquella felicidad no podía ser duradera. Bebo me amaba. Y yo caminaba por entre las sombras sabiendo que Bebo me amaba. Y yo lo amaba a él más todavía. Y yo lo miraba y mirándolo me daba cuenta de que tanta felicidad no podía ser eterna. Y Bebo loco queriendo venir para acá, para el Norte. Y yo ciega, loca, loca por irme adonde él escogiera. Y vine. Y él no pudo salir. Y yo ya sabía que no nos íbamos a ver más nunca. Porque me lo decían las sombras. ¿Y a ti no te lo decían las sombras, Bebo? Y Bebo se revolcaba sobre las sábanas tibias. Bebo, Bebo, ¿no era cierto que de antemano sabíamos que si nos separábamos por un instante que fuera no nos íbamos a ver más? Y tú me decías que no, que yo estaba loca de remate, que en el Norte seríamos felices. Nunca estuve tan cuerda. Y yo te besaba levemente, casi sin rozarte, y salía huyendo otra vez hacia las neblinas de la arboleda. ¿Te acuerdas? Y tú me decías que me iba a morir de una pulmonía... Y yo me desnudaba en la espesura sabiendo que toda aquella calma, que toda aquella plenitud era fugaz, pasajera, irreal. ¿Verdad, Bebo? No me lo creas si no quieres, pero yo sabía que bailábamos frente a una trampa armada por Dios...Desde que se te metió la idea en la cabeza de venirnos para el Norte ya no teníamos escapatoria. Cuántas noches pensando en cómo se manifestaría el espanto; cuántas noches sin llegarlo a imaginar...Yo sé que tú me amabas, pero nada hubieras podido hacer por evitarlo...Porque ya se te había metido en la cabeza la idea de irnos de allí. Cuando me dijiste en la laguna: "sólo la muerte podrá separarnos", cuando me dijiste eso, la Muerte lo escuchó todo. Y desde entonces trató de eliminarnos. No me mires ahora, Bebo. Ya han pasado tanto tiempo. Ya yo soy una vieja. Y fea. Y no me toques el pelo, que se te van a arañar las manos... Bebo, déjame tranquila. No quiero ni que me mires. ¿No te das cuenta de que soy una vieja carrasposa y patética? Tú, en cambio, sigues hermoso. Cuéntame qué fue de tu vida desde que nos separamos...cuéntamelo todo. Yo te he seguido amando en medio de una desesperación venenosa, en medio del vendaval de furias que me invaden... Dime en qué casa te refugiaste y dime cómo es la mujer que encontraste... pero dímelo ya porque el tiempo apremia... ¿Cómo me ves? ¿Qué te parezco? Habrá pasado un año desde que nos vimos por última vez. Tendremos que hacer de ese año, cinco minutos. Nada de lo que ocurrió, ocurrió. Nada. Ni es verdad que saliste en una lancha a encontrarte conmigo...Eso no puede seguir siendo cierto. Ni es verdad que una tormenta te hizo naufragar. Porque no podemos aceptar las cosas que van más allá de lo horrible... En realidad saliste a ordeñar las vacas. Y ya has regresado. Y yo nunca me he ido. Eso es todo. Tendremos que olvidar el tiempo. No digas nada: debes estar muy cansado. Duerme que yo te voy a preparar el desayuno, el pan con mantequilla y el café con leche. Habrá que empezar de nuevo...

TRABAJADORA SOCIAL: Señora, por favor se lo pido: ¡Tiene que retirarse enseguida!

VIEJA: la ropa de cama está toda limpia; las sábanas son las mismas que dejaste aquella mañana, sin tender siquiera. De cierto modo me imaginaba que siempre te habías acabado de levantar y que estabas en el potrero ordeñando las vacas...

TRABAJADORA SOCIAL: (*dirigiéndose al público*) ¡El próximo no podrá pasar hasta que esta señora no se vaya!

VIEJA: yo no haré ruido para que descanses unas horas...

TRABAJADORA SOCIAL: (*por teléfono*) ¡No se quiere ir de mi oficina! ¡Lleva una hora mortificando y diciendo!

VIEJA: iré a casa de Eduviges a darle la gran nueva de que has regresado vivo. Y de paso tal vez me llegue a la bodega. Duerme. Nadie te vendrá a molestar...

TRABAJADORA SOCIAL: (*por teléfono, hablando con su supervisor*) ¡Esto es el colmo! Y nadie quiere llevársela de aquí... Dígame usted lo que debo hacer porque sin su autorización yo no me atrevo a hacer nada ...

VIEJA: Ya estoy desnuda, desnuda, atravesando las neblinas y las sombras... Bebo duerme. Nunca nos separamos. Habrá pasado infinidad de tiempo para el mundo; para mí, un segundo...

La Vieja trata de quitarse la ropa y en el intento, muere. En la caída emite un último quejido mortal. Se enciende un spot-light azul sobre el cuerpo de la Vieja que yace tirado a la larga sobre el piso, entre su ropa raída. Un spot-light amarillo cae sobre la trabajadora social, quien se ve completamente abatida.

TRABAJADORA SOCIAL: ¡Llame a los guardias de seguridad! ¡Pero sáquela de aquí! ¡Haga usted algo, por favor! Esta señora no se quiere levantar del piso, dice que va a esperar la cita que yo le di para el próximo mes echada al pie de mi buró!

VIEJA: (*en forma de espíritu y ahora bajo un spot- light violeta que le da un aspecto irreal, levantándose del piso como en cámara lenta, imitando el alma en el instante en que abandona el cuerpo sin vida... levitando y sin que la Trabajadora Social parezca advertir su discurso*): Libre, coño, libre al fin, sin tener que mendigar ya ningún tipo de ayuda... Ah, yo, ya, desencajada de todo este martirio, de esta afrenta, muerta sí pero sin amos, o sea viva, muerta, sin tener que exhibir ya ninguna de mis vergüenzas más dolorosas. Esta era la ayuda que en realidad yo andaba buscando... Heme aquí, Bebo, flotando, más allá del horror, sobrevolando la Gran Miseria que esta trabajadora social representa... mírala cómo se siente todopoderosa, plenipotenciaria, en posesión de todas las riendas, ¿no te da risa? No le hagas el menor caso, ella es sólo un mecanismo de una miseria superior incluso a ella... Ríete tú porque tú sí te salvarás de esta trampa...

TRABAJADORA SOCIAL: (*colgando el teléfono, implorando al cielo, de pie frente al buró*): Ay, que se la lleven, ay, que se la lleven ya, ay, que se abra la tierra y se la trague...

VIEJA: Ay, Bebo mío, tú ciego, sin imaginarte siquiera cómo era el lugar de tus sueños. No podías imaginártelo porque para imaginártelo tenías que padecerlo primero... ¡Ay, Madre Santísima! Tú, loco por irte de allá, dispuesto a dejarlo todo, hasta a mí, sin sospechar la cantidad de bandoleros que habitaba tu paraíso... Allá por lo menos podíamos exhibir una infelicidad y un dolor, pero también una autenticidad y un rostro. Pero aquí ni siquiera eso. Aquí

no hay lugar donde esconder tanta miseria. Y tú soñando con venir para acá y la trabajadora social esperando por ti, parapetada ya, hermosamente ataviada ya, tras su impenetrable buró de yeso...Tú soñando con la Yuma, con la libertad, sin saber que la Yuma y la libertad sólo existen para los que se quedan allá, para los que no salen de allí nunca. Porque la Yuma es un mito que estalla en la cara de todos los que logramos llegar vivos... Por eso no vas a venir tú para acá, mi Bebo del alma. Ni ahora ni nunca. Porque yo los conozco. Y lo que yo pueda hacer para evitarlo, lo haré. Sólo te pido que no te muevas de donde estés a estas horas. Que hacia ti voy yo volando a encontrarme contigo...

El espíritu de la Vieja sigue hablando con Bebo en imperceptibles murmullos desde el fondo de la escena. El spot-light violeta que la ilumina empieza a apagarse gradualmente hasta que se apaga del todo y sus murmullos dejan de oírse, quedando el fondo de la escena completamente a oscuras. La luz amarilla que cae sobre la trabajadora social se hace cada vez más densa.

TRABAJADORA SOCIAL: (*abatida*) ¡el número 18! ¡el número 18...! (*subiendo el tono*) ¡ay, el 18, cojones! (*gritando*) ¡El 19, el 20, el 40, el 1,000!

VIEJA: (*voz de otra Vieja—la misma—desde el público*) ¡Aquí! ¡Aquí! Yo soy el 18, señorita, yo lo tengo... ¡Que no puedo pasar! Un momentico, por favor, que se me ha enredado esta jaba con la pata de la silla...

TRABAJADORA SOCIAL: (*mirando al público con ojos fruncidos y levantándose de la silla... hablando para sí*) Dios mío, pero si vienen en serie: jaba y coraza, el mismo pelo parado de punta, la misma vena latiéndole en la frente, la misma sofocación y el intolerable vestido de poliéster y la blusa de nylon... de verla nada más ya sé que ésta tampoco me califica...

TELÓN

Miguel Correa
Humanities Department

INNOVATIONS IN FACULTY LEADERSHIP AND CURRICULAR REVITALIZATION: MARKETING BEAUTIFUL IDEAS

Amanda Bernal-Carlo
Isabel Li
Lucinda Zoe

Imagination, Innovation, Ingenuity: How can you motivate senior faculty and inspire new junior faculty to excel in curricular revitalization and reach beyond their potential? What moves faculty to find the leader within and engage in radical and transformative curricular change? This article outlines the development of the Hostos Title V-funded Faculty Development Series, the Committee on Beautiful Ideas, and use of new marketing techniques and approaches for reaching faculty and transforming curriculum.

The story starts with the leadership of the Center for Teaching and Learning's Advisory Council (CTL) and its director, Professor Amanda Bernal-Carlo. Under the terms of a Title V grant, "*Shifting the Paradigm on Teaching and Learning to Improve Student Success*," the CTL was charged with the task of designing and implementing a faculty development seminar and innovation award series. The resulting Faculty Development Seminar program was conceived to challenge faculty to participate in a competitive, incentive-based initiative designed to generate faculty-driven innovations in curricular design and pedagogy. The goal was to increase faculty engagement in order to improve student learning outcomes and opportunities through curricular change. The development program we created challenges faculty to compete for a spot in a seminar series designed to support their ideas for curriculum innovations to be implemented on campus. Faculty with the most innovative ideas are selected for *Innovation Awards* and are supported by college administration via released time, to implement their new course, program, plan or pedagogical approach to teaching and learning. The initiative used sophisticated marketing techniques to reach faculty and inspire them to achieve excellence and renew their interest in teaching, leadership and professional enrichment.

The process began with the CTL's advisory council—10-12 faculty, including the Title V Activity Director, and two administrators from the Office of Academic

Affairs-- who met weekly and started talking. We talked about why we were teaching, why we chose this profession and what it is that drives each of us. We talked about our students, and their great needs. As a transitional bilingual college in the South Bronx, we accept the most under-prepared students in the city of New York in the poorest congressional district in the United States and provide them with access to higher education. And then the collective brainpower in the room crystallized into a joyous communal power, and ideas began to fly like butterflies around the room. We determined to create a program so compelling that it would inspire faculty to excellence; renew their interest in teaching; encourage and reward faculty for taking leadership; and provide an ongoing opportunity for professional enrichment.

The resulting program calls for faculty to participate in an application process each fall, where they would submit a brief narrative describing their innovation concept and its anticipated impact on students and on the campus. A review panel was created to select a group of faculty to participate in a specialized seminar series that took place during the spring semester. The seminars were designed to provide technical assistance and stimulate faculty in the development of their ideas. Scholars from around the country were brought in to work with faculty and present on best practices, documented and emerging strategies for curriculum renewal and revitalization, leadership and new concepts in integrated learning. Upon completion of the seminar series, faculty were invited to compete for an *Innovation Award* in partnership with another faculty member. The collaborative team was to work together to submit a new, expanded, vision of their original concept and be in the running for one of seven Innovation Awards each year. Winners would be given support in the form of release time to breathe life into their concept and lead it to success.

While the idea is a sound one, the real challenge was how to get faculty to take notice. In the first year, we developed a marketing plan to reach both senior and junior faculty. It was done using viral marketing techniques not commonly used in an academic setting. The impact of that first marketing strategy was so profound that it marked a seamless rhythm of faculty engagement to be followed during the next two years.

MARKETING BEAUTIFUL IDEAS

Initially, our challenge was a big one. How could we present innovation in an innovative way? In our brainstorming meetings, we had to ask ourselves some difficult questions. For we knew that beyond one course of released time and attendance at the development seminar, there was no additional money for faculty, no funds to support research or attend conferences. How would we answer their questions when they asked: what's in it for me? What do I get?

Our strategy, we determined, would be to appeal to their integrity, their professionalism, and their sense of honor and prestige as educators, as teachers and as leaders. We believed we could do this by engaging their sense of creativity, purpose, and playfulness. One of our group had been a second grade teacher in a previous life and brought to the table an idea she had used while teaching poetry—to have a beauty contest of beautiful ideas. After much lively discussion about beauty contests, appearances of sexism and our primary objective, we finally resolved to brand our initiative and call ourselves the *Committee on Beautiful Ideas*. Thus, “COBI” was

born in spring 2005 under the umbrella of our Center for Teaching and Learning. In that first year, the main challenge we faced for COBI marketing was timing. Spring break was approaching, and after it, only two weeks were left before faculty went on summer break. We knew we had to come up with a plan that would instill in faculty the need to know more about COBI and the desire to embark on a new journey when they returned to school in the fall. We identified marketing strategies that had caught our attention and came up with what is known as a “Mim” campaign. The approach involves the use of “teasers” to get your attention, whereby you do not know what, exactly, is being marketed, but your curiosity is peaked. At this point, all members of COBI took a vow of silence, for if our plan was to succeed, absolute secrecy and surprise was necessary. We planned to distribute three sets of 15 postcards, representing 45 individual designs. Each card included an inspirational quote that addressed some facet of leadership, teaching, creativity, innovation or teamwork. The postcards were so visually compelling that they were sure to end up on refrigerators or bulletin boards in faculty homes all over 5 boroughs and 3 states. In this effort, collaboration between COBI and OAA members was critical, as the printing and mailing were scheduled to occur during the summer when most faculty were on leave. Each COBI member took ownership of the effort, each contributing—from volunteering and designing and producing the post cards, to developing proposal and submission guidelines and mounting an interactive Web site.

We took an incremental approach designed to build suspense over the summer. The first set of postcards was sent out in June with nothing more than the name of the college and the phrase “Brought to you by COBI.” No one knew who or what COBI was. The second set was sent out in July with the same information as before, only this time we included “Brought to you by COBI, the Committee of Beautiful Ideas.” As this point, faculty started talking and calling the college to find out about COBI but, we kept our silence and did not even tell the Provost or the President. The final card was sent out in August with an invitation to “find out about COBI on September 8th in the Faculty Dining room.” When faculty returned to campus for the fall semester they were greeted by a full COBI blitz across campus: giant-sized posters of the postcards and quotes were posted all over campus; we worked with the Information Technology division to have the whole postcard series mounted on the campus computer kiosks, running like screen savers all over campus, and we made mobiles, transparencies and flyers to distribute around campus. Everyone was curious, talking and wondering. ...What IS this COBI?!

The final marketing event was a kick-off celebration and reception on September 8th. We invited a keynote speaker from a sister institution to present models of innovative and cutting-edge curricular initiatives. We offered refreshments and prepared informational packets that included a call for proposals—or “Beautiful Ideas.” The Faculty Dining Room was *packed*—the mystery was going to be revealed! COBI was presented as a call for Beautiful Ideas for curriculum innovation. We challenged faculty to share with us their dreams about the college they envision. We developed a brochure that outlined the program and proposal process, and to assist faculty, we created a simple online application process.

The deadline for submission of beautiful ideas was October 30th. The COBI committee provided constant reminders and support via email, brown-bag lunches,

and individual consultations. The outcome went beyond our own expectations. On October 30th, 2005 we received 30 proposals fostering a range of curricular innovations from close to 60 faculty, representing over one-third of our total full-time faculty. This response from faculty was so successful it represents a record in the history of our institution.

AUTHENTIC FACULTY LEADERSHIP—THE ART OF COLLABORATION

The key factor of this initiative is about how COBI, as a group, managed to mobilize faculty in such a way that has never been seen in our institution. We believe the program's success started in the core of COBI itself. It became a process of self-renewal, discovery and empowerment for each COBI member, as our personal agendas and egos fused into a single vision. We charged ourselves with the opportunity to exercise individual and collective leadership that resulted in a dynamic effort with a new sense of pride and joy in our work as educators as we began to shift the paradigm on teaching and learning to improve student success in our institution.

COBI enthusiasm was inspirational and contagious. Little by little the COBI effort morphed into a collective sense of responsibility for and commitment to all faculty who took a chance and responded to the call to share their dreams and submit their beautiful ideas. COBI became a thrill not only at our campus but also across the university as word spread of our faculty development initiative. Our campus is one of 19 in The City University of New York system that is spread across all 5 boroughs. The buzz even reached the Chancellor's office.

TAKING THE LEAD IN CURRICULAR INNOVATION

Planning began for the first annual *COBI Faculty Development Series* to transform the beautiful ideas that were submitted into full project proposals. The initial planning for the Faculty Development Seminar series called for 6 seminars over a semester that would expose our faculty to the best practices in curricular innovation, but the time line became a factor and we were concerned we would lose momentum and enthusiasm; therefore, we organized a two-and-a-half day COBI retreat that would re-create the energy and dynamic that we found in the COBI committee. Four expert speakers were invited from across the country to present two sessions each on such topics as integrated learning, learning communities, leadership, institutional change, general education, the scholarship of teaching and learning and E-Portfolios. We chose a very beautiful, and reasonably priced, conference center in the Catskill Mountains only 45 minutes from our campus, as we wanted to provide a safe and inspirational environment free from the daily routines of campus life that could distract us all.

All faculty who submitted a beautiful idea, as well as the COBI group, were invited to attend, for a total of around 50 faculty. We managed to bring together faculty from every rank and level of experience, from department chairs, full professors and associate professors, to brand new junior faculty representing from 1-35 years of service to the college. It was an extraordinary meeting of minds and disciplines, as every department on campus was represented. Our goal was to create an environment that fostered innovation, collaboration, ingenuity and team building as well

as one that would renew faculty interest in teaching, leadership and professional enrichment. We managed to amplify and broaden the first stage of the COBI projects while providing opportunities for the development of interdisciplinary connections and approaches to teaching and learning. The retreat inspired faculty to assume an active role in curricular innovation by discovering a common commitment and unique opportunity to renew our institution as a collective critical force.

We all shared an extraordinary two and a half days—learning, sharing, getting to know one another, collaborating, designing programs, brainstorming and taking walks in the woods. It was a positive experience for participants, as was evidenced by the responses we received on the final evaluation forms. By sharing our plan and model, we hope to inspire others to generate new programs across the country and encourage further leadership development and curricular growth in our institutions.

Amanda Bernal-Carlo
Natural Sciences Department

Isabel Li
Academic Learning Center

Lucinda Zoe
Library

Celebration of The Committee on Beautiful Ideas

Judith Summerfield

Congratulations to this year's COBI award winners; your projects were inspired. I am very pleased to be here today, to share in your celebration and your accomplishments. I want to thank the Committee for including me in this remarkable event and to thank Provost Daisy Cocco De Filippis for her vision, strength, and daring. Thanks to Professors Kim Sanabria, Robert Cohen and Amanda Bernal-Carlo for their inspired contributions and commitment to our University-wide projects, particularly the reform of General Education. It is Amanda's community garden that got me thinking of general education as that abandoned lot that needs to be transformed into a commons where faculty can work together to effect institutional change, as you are doing here at Hostos.

This is my second celebration of the Committee on Beautiful Ideas (COBI) with you. And I remember last year that I brought you a poem—William Carlos Williams' "A Sort of a Song," with that remarkable line: "No ideas but in things."

A SORT OF A SONG

Let the snake wait under
his weed
and the writing
be of words, slow and quick, sharp
to strike, quiet to wait,
sleepless.
—through metaphor to reconcile
the people and the stones.
Compose. (No ideas
but in things) Invent!
Saxifrage is my flower that splits
the rocks.

And that extraordinary image of small purple and white and pink flowers having the power to split granite.

As I was thinking about today's celebration of the work of the Committee on Beautiful Ideas, I felt again moved to poetry, and I stopped to wonder why. That's what I want to talk about today—why your work evokes poetry—art, music, celebration, and hope.

I take this project seriously, this COBI. It is, for me, the most unconventional, sound, and forceful project at CUNY. The project is unconventional: it flies in the face of prevailing winds that make us to attend to depersonalized gerunds and reified nouns: teaching, learning assessment; to outcomes, summations, totals that signal failures, deficiencies; to inability that signal impossibilities. Failure rates, killer courses, remediation, that can level the faint at heart.

COBI challenges this view of the world: and for me, it gets to the heart of other more powerful belief systems that I want to explore a bit—for and with you, and for myself, as well.

Because I'm a fan of COBI, I publicize your efforts: at Hunter College last week, I spoke about COBI with a group of faculty involved in Gen Ed reform; in Colorado last month, I talked with faculty and administrators from our Carnegie leadership group on the Scholarship of Teaching and Learning. I told them how you marketed the idea over months through postcards, art, mystery, how the whole college became involved, and I spoke of the spirit of the project, the sense of possibility.

For me, it's a site where teaching and learning make sense: where faculty and students create new courses that cross boundaries between college and the community, where students get to know spiders and new technologies, probe urban and global landscapes, face critical local health issues; where students explore leadership, power, gender issues, and where faculty probe new ways of teaching, of knowing science through new perspectives, and pedagogies that challenge students to "know as you go." This is the meta-cognitive turn that is the mark of sound pedagogy.

COBI is a force—of energy, of power, of an idea—that is so bold and simple, lucid, and elegant: and it reminds me of Guy Davenport's book of essays, *Every Force Evolves a Form*. And within the form—this poem—the rules emerge: inspired leadership to give faculty the room, the resources, recognition to do the work of teaching, of opening the doors for students.

But Beauty? In thinking about today, I was looking for another poem to give you, to add to this history you are making. And I found just what I needed. Elaine Scarry, *On Beauty and Being Just*. Scarry is a professor of English at Harvard, who has written on the body in pain, on dreaming, and on global values. In *On Beauty*, she insists that beauty presses us towards a greater concern for justice:

What is the felt experience of cognition at the moment one stands in the presence of a beautiful boy or flower or bird? It seems to incite, even to require the act of replication. Wittgenstein says that when the eye sees something beautiful the hand wants to draw it. Beauty brings copies of itself into being.

Beauty makes us stop and think about meaning and significance. It makes us think of that which opposes beauty. Not death, but life. Not Thanatos, but Eros.

Beauty, says Scarry, always place in particulars. "No ideas but in things." Beauty has forward momentum.

Beauty, she writes, calls for a:

“... willingness continually to reise one’s own location in order to place oneself in the path of beauty [and this] is the basic impulse underlying education. One submits oneself to other minds [teachers] in order to increase the chance that one will be looking in the right direction when a comet makes its sweep through a certain patch of sky.”

And “by perpetuating beauty, institutions of education help incite the will toward continual creation.”

My father, to whom I inevitably return when I think about what matters, was a refugee from the Russian Civil War. He faced untold calamity, came to this country alone when he was seventeen; it took him a year and a week to get here, and he wandered for the next twenty years, and then found my dear mother, who at thirty-four was considered a spinster. I was born two years later, my father nearing forty, my mother thirty-six. My sister was born when my mother was forty-two. He called my sister and me, his two children, “Beauty.”

“Hello, Beauty,” he would say. And every day, when he opened the door to step outside, he said, “Oh, what a beautiful day.” The world, he was saying in spite of all the odds against it being so, is full of possibility.

Your beautiful ideas, here, today, in this room, get to the very heart of this embrace of hope.

That is COBI—it is that generative creativity where you make the world new.

*Judith Summerfield
University Dean for Undergraduate Education
The City University of New York*

TEACHING ANATOMY AND PHYSIOLOGY BEYOND THE BOUNDARIES OF THE CLASSROOM

Nelson Núñez-Rodríguez

Teaching Anatomy and Physiology (A&P) courses for Allied Health students is a challenge for faculty across the country. Many students take these courses without the essential foundation concepts in chemistry, physics and biology that facilitate the understanding of physiological mechanisms and structure-function relationships. Educators have to cover a huge amount of material in a short period of time. As a consequence, many instructors do not use pedagogical strategies based on learner-centered instruction because they are afraid of lacking the necessary time to cover the required material. I taught A&P I and II courses to a group of adult students, the majority of whom had returned to the educational system after more than ten years. Many did not have the basic knowledge to understand A&P aspects but had a great desire to succeed in the program, plus extensive personal literacy as a consequence of years of work, parenthood, and life experiences in different countries. Thus, I used all of these pre-existing personal literacies to build up the expected academy literacy regarding A&P, and applied two novel pedagogical approaches to help these students to become engaged and to understand the content.¹ By visiting a museum and by inviting a recognized mountain climber to our class, students could critically assess the course contents and apply them to real world issues. In addition, they could also have social and human perspectives of the content beyond the biological aspects.

BODIES THE EXHIBIT

Forty students in the A&P I class visited Bodies: The Exhibit once during the Spring 2006 term.² It was an exciting way to reinforce student knowledge of the skeletal, muscular, and cardiovascular systems. Students also approached other human systems of organs that were to be covered later on in the course. They had prior knowledge about some organ systems and guided themselves through the exhibit without assistance. Through this learner-centered instruction, they encountered real human bodies and gained a three-dimensional perspective of human organs. The

presence of some organs with tumors and some with damage from strokes, and the sight of organs damaged by the effects of smoking led to a number of serious analytical discussions; furthermore, we had a conversation about the visit two days later. Students expressed their opinions of the exhibit even beyond the biological perspective: the bodies came from China and many students discussed the ethical issues surrounding the origin of the bodies used for the exhibit.

Following the visit, students were invited to discuss their experiences. In brief, students had a number of interesting responses to Bodies. Some felt that would-be medical students would benefit from a visit. Others were fascinated by the sequence of human embryos starting at two weeks. Most were surprised by how much they had managed to learn in just one day. Some students, even though they were plagued by ethical questions and wondered if their bodies would be treated the same way after they had died, were nevertheless impressed by the opportunity the exhibit gave them to reflect and reinforce what they had learned. Some pointed out that the exhibit was like a visual textbook to their own bodies and commented on how the visit raised their enthusiasm for the course and gave them an opportunity to prepare for future study. On the whole, students were able to start to understand the difference between seeing various structures in their textbooks and seeing them in life. Ethical concerns did keep returning, with some students seemingly disturbed by the juxtaposition between the exhibits' former lives and their present condition—some students found the idea that autonomous adults and helpless children were now nameless exhibits to be particularly troubling. Some students pointed out that the visit was relatively somber and that the sight of lungs damaged by cigarette smoke had a powerful impact.

Four students out of forty did not like the exhibit because of ethical issues; however, some students who had concerns before the visit ended up recognizing how interesting the trip had been for them. Students reinforced their academy literacy through this visit, but it was also an opportunity to socialize, to discuss ideas about women's rights, ethics, abortion, evolution, smoking and drinking habits. This fall 2006 group obtained better average results in the exams following the visit in comparison with other groups from different terms that did not attend the exhibition.

	Group attending the exhibition	Groups that did not attend the exhibition	
Exam III	74.7	79.3	88.9
Exam IV	84.3	61.8	70.7
Final Exam	74.2	53	66.4

Student opinions demonstrated how the learning process could also be an enjoyable experience that fosters general skills regardless of their future majors. The visit also reinforced the idea that personal literacy can be used to understand specific course content. Indeed, one student explained how he grasped the skeletal system joint content by using his background as a carpenter.

A MOUNTAIN CLIMBER VISITS OUR CLASS

Javier Huarte, a recognized mountain climber from Navarra, Spain visited an A&P II class during summer 2006.³ This was the same group of students who had worked with me in A&P I during the Spring of 2006. Huarte has climbed mountains that have 6000 to 8000 meters of altitude and he shared with the students his mental and physical preparations to face these challenges. Students drafted questions about homeostatic mechanisms, and mind and body adaptations; but, interestingly, when the day came, students turned the conversation to the philosophical and personal reasons that made Javier embrace his tremendous and dangerous endeavors.

As I had seen following the class visit to Bodies, student response to Javier Huarte's visit showed a wide range of concerns. A number of students kept the discussion anchored to class concepts and wondered how Huarte paced his climb to counter decreased oxygen levels, or questioned the changes that the cardiovascular system, the muscular system and all the homeostatic mechanisms adapted to the stress of climbing. Some were even more technically inclined and had specific questions about the negative feedback mechanisms that control the rate of red blood cell formation in low oxygen levels. Many students were able to see the connections between the visit and course materials and commented that the visit made them think about the cardiovascular system, cellular respiration, the muscle system, even the function of adrenaline. Other students tangentially explored ideas of nutrition and speculated about pasta intake and water consumption. Finally, some students were almost overcome with good wishes toward Huarte and were concerned for his safety. One student even mused that since only eight people have ever climbed Everest without bottled oxygen, Huarte must be "crazy".

Conversations with the students strengthened their knowledge about anatomy and physiology concepts. Students made connections between the different systems of organs. The visit was also an exceptional opportunity to merge aspects regarding the human body and human spirit since they asked the mountain climber: Why do you do this? Why do you spend thousand of dollars doing an activity that can kill you? It was a conversation about challenges, human decisions and actions based on love and beliefs besides the strengthening of the A&P aspects. They could also make connections between A&P I and A&P II content.

DISCUSSION

The two learning experiences described above showed how learner-centered instruction helps students grasp science course content. It is believed that the organization of information in story form is a natural brain process.⁴ As instructors, we have to be able to frame coherent learning experiences that allow students use their personal literacies to build up specific academic literacies, and then apply both from the perspective of general education. This approach can also reinforce teaching of both the liberal education requirements and any required discipline-specific skills while at the same time instilling in our students a passion and curiosity for life long learning.

Liberal education can follow a conversation on any topic, can "read" by searching the World Wide Web, are moved by the great art in museums, can engage

with classic and contemporary works in theaters and cinemas, and are able to recognize the beauty of athletic achievement.⁵ Educated people can also solve a variety of puzzles and problems by breaking complicated realities into pieces. Can our students understand that the concept of higher education implies the acquisition of these skills, skills that transcend specific course content? Do they have to be aware of the goals of liberal education, or will they simply realize these ideals on their own after they enter professional life and begin to make the sorts of larger connections that naturally lead to life long learning? I believe that the implementation of information literacy as a requirement in our syllabi, the creation of assignments that rely on these skills, and the adoption of more learner-centered instruction strategies are the best ways to provide discipline-specific course content and the general skills our students need. Currently, two biology courses in our department have structured information literacy components in their syllabi—in the form of group assignments that require the correct use of library resources and culminate in oral presentations. We look forward to implementing seminars and case-based studies in these courses. These strategies will reinforce the General Education components in our syllabi and complement similar efforts already spearheaded at other colleges of The City University of New York.⁶ This ongoing process will ultimately help to foster the growth, and nurture and develop the freedom and the power associated with the knowledge that our students deserve and require to succeed as future professionals.

Nelson Núñez-Rodríguez
Natural Sciences Department

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- 2 See: <http://www.bodiestheexhibition.com/>
- 3 See: <http://www.txoin.blogspot.com/>
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- 6 Whittaker, R. "General Education vs. Education Generally. Curriculum Renewal in an Urban College." In *Reclaiming the Public University. Conversations on General & Liberal Education*. Eds. J. Summerfield and C. Benedicks. New York: Peter Lang Publishing, 2007. pp. 91.

CROSSING ACADEMIC DOMAINS: CREATING A LEARNING ENVIRONMENT IN FACULTY TEAMWORK

*Paula Korsko
Catherine Lyons*

Why is it that people, no matter who they are, find working in groups or teams dreadful? How many times have we collaborated with a colleague and thought afterward, “Now, that was an enriching experience, one that I would like to repeat”? One reason for the discomfort might be that unlike citizens from communities with different first languages who use a *lingua franca* to transact business, faculty members do not have a common language in which to communicate across their respective academic cultures. The following paper takes a look at the process that two college professors from different disciplines underwent to develop and carry out a project by creating a learning environment in which both faculty members attempted to acquire the language and culture of the other in order to accomplish the task at hand. It is the account, to use Vygotskian terminology, of *experts* from two academic domains co-descending to *actual levels of development* during the course of the project in order to *scaffold* the learning of a so-called second academic language and culture for the *novice* other.

PROJECT DESCRIPTION

The project initially consisted of converting an existing face-to-face course to a hybrid, or blended, online course. The project directors were a professor from Language and Cognition and a college Librarian—an expert in information literacy, technology and management. It was at this point that the two faculty members began to bring together their two content or skill areas (i.e., ESL and library research) using collaborative software (e.g., podcasts, blogs, wikis) and other computer-mediated communication tools available through Blackboard, the online learning system.

The redesigned project set out to modify a presently offered face-to-face course by integrating computer literacy, information literacy, and second language learning into a blended online course. The selected course—ESL 036, Contemporary Issues for ESL Students III—is a content-based course, which uses as its primary instructional text, along with other media-generated sources, *The New York Times*. Students explore contemporary issues and their historical context while expanding their vocabulary and developing their linguistic and critical thinking skills. They learn to recognize the author's point of view, distinguish between news reports and editorial commentary, and interpret related charts and graphs.

This course was chosen in part because the objectives align with the library's information literacy goals. Hostos Library's mission focuses on its Information Literacy Program, which teaches students to locate, access, and evaluate information resources in a variety of formats, as well as research strategies, and plagiarism awareness. The Information Literacy Program's goals complement those of ESL 036. Students would apply information literacy skills as they evaluate news articles from a variety of sources.

In addition to integrating content and skills in an online learning environment for urban adult second language learners, the project also put forth creating an online forum for ESL faculty members interested in online instruction to discuss ideas and classroom materials. The overarching purpose was to foster the development of learning communities among the ESL students as well as the ESL instructors through the use of collaborative software available through Blackboard courseware.

CREATING A LEARNING ENVIRONMENT

Working together on a project that unites two areas of study required that the team members have a general understanding of each other's discipline-specific terminology and associated concepts in order to discuss the practices and materials of each domain and integrate the two areas into a cohesive course. Because neither professor had the basic knowledge of the other's area of expertise, it fell to both to become learners of the other's academic domain. The best way to describe how this learning environment was formed and maintained by the two team members is to examine the dynamic retrospectively within a Vygotskian socio-cultural perspective—namely, the Zone of Proximal Development (ZPD) and its connected concepts of expert/novice relationship and scaffolding.

Lev Vygotsky, a Russian psychologist and pedagogue who lived from 1896 to 1934, was the originator of Social-Cultural Theory. The Zone of Proximal Development (ZPD) derives from his work and refers to that space between what a person can do on his or her own and what he or she cannot do on his or her own. It is the zone in which the learner, or novice, can do the task only with the help of an expert. The ZPD is the area between actual competency and potential competency in which learning takes place. Working alongside the expert, the novice gains mastery of the task until he or she no longer needs the expert's help to accomplish it. The role, then, of the expert is to support, or scaffold, the learning process for the novice. As

the learner gains mastery, the scaffolding fades away until it is completely removed and no longer needed because the novice can do the task independently (Johnson, 2004; Lantolf & Appel, 1994; Vygotsky, 1989).¹

In the case of these two professors, each had to give up her role of expert to become a learner. While this may seem easy, it is not easy to assume the novice role when one is accustomed to and even enjoys being the expert by having mastery over the content (i.e., information, culture, and language) and its delivery system. Yet, to work in a team that brings together experts from different areas of expertise with the idea that interdisciplinary work yields innovation—be it curricular or other—the experts must acknowledge their respective lack of competency in other domains and allow themselves to descend with the other to their current and real level ability. This joint co-descending to instruct the other is not easy because it takes effort and time on the part of both people. It is difficult to teach and learn a new culture and language while trying to complete a project. Nevertheless, this is the best condition for creating a mutually active and participatory learning environment for professional growth to take place.

The information was delivered in a highly interactive manner, through question and answer at moments when the information was needed to move the project forward—this is to say, content and language were acquired simultaneously within a purposeful social and interactional context. Small skill-practicing assignments (e.g., setting up an Instant Messaging account to meet online) as well as quick research assignments on leading theories and practitioners in their respective fields were periodically given by each professor to the other in order to extend, solidify, synthesize, and assess the learning taking place. The use of scaffolding, then, in the form of discussion, modeling, and inquiry, recognizes that the task is worked on as a whole and that the individuals involved, expert and novice, co-construct a learning environment in which to achieve their aim. Identifying the zone of the novice's proximal development (i.e., ZPD) and scaffolding the learning that needs to take place within that zone is the conscious/unconscious, explicit/implicit dynamic that occurs between team members from different academic domains in an effort to successfully accomplish a project that sets out to be interdisciplinary.

CONCLUSION

Although the faculty members accomplished their initial goal and created a Blackboard site that included wikis, discussion boards and video, the faculty members realized that the process of integrating both information literacy and new technologies into an online course is ongoing. As technology evolves, and as the instructors responds to student feedback, the two faculty members have pledged to collaborate in the future.

Like their second language learners, the two faculty members from different disciplines were able to cross linguistic boundaries to make the experience of working on a team not only fruitful, but also one that they would repeat. The project provided the opportunity for each professor to explore her own as well as the other's academic

domain within a co-constructed learning environment. This mutually engaging and participatory learning environment was described using Vygotsky's concept of ZPD with its related notion of novice-expert scaffolding. Future empirical research might analyze discourse practices associated with team-member scaffolding strategies, while team-member satisfaction on interdisciplinary projects might also be investigated. In short, the two college professors found that working on a team can become more comfortable and more successful when team members, experts in their own academic domain, acknowledge that part of the project process entails becoming communicatively competent in a new academic language and culture. Becoming academically bilingual and bi-cultural only acts to make one stronger and more flexible professionally.

Paula Korsko

Language and Cognition Department

Catherine Lyons

Library

ENDNOTES

- 1 For Further information, see: Johnson, M. *A Philosophy Of Second Language Acquisition*. New Haven, CT: Yale University Press, 2004; Lantolf, J. P., and G. Appel. "Theoretical framework: An introduction to Vygotskian approaches to second language research." In *Vygotskian Approaches To Second Language Research*. Ed. J.P. Lantolf and G. Appel. Westport, CT: Ablex Publishing, 1994. pp.1-32; Senge, P. *The Fifth Discipline: The Art And Practice Of The Learning Organization*. New York: Currency/Doubleday, 2006; and Vygotsky, Lev. *Thought and Language*. Rev. ed. Cambridge, MA: The MIT Press, 1989.

EDUCATION FOR SEXUAL HARASSMENT PREVENTION: WHICH TRAINING TECHNIQUE WORKS BEST?

Amy Ramson

Education has been legally mandated and widely accepted as a key tool for prevention of sexual harassment.¹ There has been scant literature, however, identifying which type of training is better suited to helping students understand the behaviors of sexual harassment.

William E. Hauck Catherine Amoroso Leslie provided guidelines for training teenagers and college-aged individuals in sexual harassment.² They suggest that training be interactive, inclusive of popular culture, and to ensure understanding, be extremely clear. In addition, training must communicate channels for reporting incidents and should engender trust so students feel comfortable reporting incidents.

The Hostos Community College's Sexual Harassment Awareness and Intake committee (SHAIC) determined that the student training component would consist of workshops that included all three guidelines enumerated above. In order to determine which workshops educated students best about sexual harassment, I conducted a study during the fall 2007 semester.

STUDY

The SHAIC organized two large-scale student workshops during the semester. Different students attended each workshop. Students at each workshop were asked to complete the same questionnaire before the training workshop and the same questionnaire after the training. The survey consisted of 10 items and was grouped as follows: the definition of sexual harassment, two types of sexual harassment, and miscellaneous characteristics. The statements required a true or false response. Attached hereto is a copy of the questionnaire

One educational workshop is entitled, "Sexual Harassment and Sexual Assault Are not About Sex". The workshop consists of six role plays performed by Hostos students who play students, faculty and staff in various situations. The scenarios depict ambiguous sexual harassment behavior such as one student repeatedly asking a fellow student out on a date. They also demonstrate unfamiliar components of the law, such as a third party claim of sexual harassment against two students being romantic

in a lounge/study area and sexual harassment of a teacher by a student, etc. The role plays elicited information about the definition of sexual harassment, the two types of behaviors and gray areas of the law. A question and answer period about the scenarios afterwards leads to a discussion lasting half an hour with the audience. In total, the session lasted one hour.

The second educational workshop is entitled, “The Sexual Harassment Awareness and Intake Committee’s version of Who Wants To Be a Millionaire?” It is modeled after the television game show “Who Wants to be a Millionaire?” The questions asked of the volunteers brought out information about the definition of sexual harassment and the gray areas of the issue similar to the role plays. Several of the questions included scenarios. The workshop proceeded as follows: There were 8 questions about sexual harassment in total posed to four volunteer students. A question was posed to student #1 of the student participants. If a wrong answer was given, then student #2 was asked the same question. A correct answer was equal to one point and the student with the most points won. A new question was asked to student #2. Each student could use one audience member lifeline to assist with one question. The correct answer was provided and a short discussion with the audience followed. The session lasted one hour.

PRELIMINARY RESULTS

There were a total of 83 surveys collected. Some questions were not answered and were coded as “Missing Value.” Q4, for example, received the most missing values and also had one of the highest rates of incorrect responses. It is believed that this question is confusing to respondents.

Table 1 shows the percentage of correct responses, and it can be seen that 92.30% of respondents who took the pre role play survey answered the question correctly. Further, 82.30% of all questions from all respondents from the pre role play survey were answered correctly, as can be seen from the “Total” row at the bottom of the chart. The “N” under the title of each survey represents the number of surveys collected for that survey (13 surveys were collected for pre role play).

	Pre Role-Play	Post Role-Play	Pre Millionaire	Post Millionaire	Control
	N 13	N 14	N 26	N 18	N 12
q1	92.30%	85.70%	96.20%	100.00%	100.00%
q2	84.60%	85.70%	80.80%	83.30%	100.00%
q3	90.00%	92.90%	88.50%	88.90%	100.00%
q4	84.60%	84.60%	64.00%	61.10%	75.00%
q5	84.60%	78.60%	91.70%	94.10%	100.00%
q6	84.60%	92.90%	84.60%	88.90%	91.70%
q7	76.90%	78.60%	80.00%	72.20%	66.70%
q8	53.80%	92.90%	73.10%	94.40%	60.00%
q9	100.00%	92.90%	100.00%	94.40%	100.00%
q10	76.90%	78.60%	84.00%	38.90%	83.30%
Total	82.83%	86.34%	84.29%	81.62%	87.67%

Table 1: Percentage of Correct Responses

Table 2 shows the differences in correct responses between studies. For example, the percentage of correct responses to q1 from the pre to post role play surveys actually decreased. In other words, after the role play the percentage of correct answers to q1 actually decreased. However, looking at the “Total” row for pre to post role play shows that overall the percentage of correct responses increased by 3.51%. In other words, it could be said that the role play condition *increased* the respondents’ correct answers by 3.51%. On the other hand, the Millionaire condition *decreased* the respondent’s correct answers by 2.67%.

	Pre & Post R	Pre & Post M	Pre R & Pre M	Post R & Post M
q1	-6.60%	3.80%	-3.90%	14.30%
q2	1.10%	2.50%	3.80%	-2.40%
q3	2.90%	0.40%	1.50%	-4.00%
q4	0.00%	-2.90%	20.60%	-23.50%
q5	-6.00%	2.40%	-7.10%	15.50%
q6	8.30%	4.30%	0.00%	-4.00%
q7	1.70%	-7.80%	-3.10%	-6.40%
q8	39.10%	21.30%	-19.30%	1.50%
q9	-7.10%	-5.60%	0.00%	1.50%
q10	1.70%	-45.10%	-7.10%	-39.70%
Total	3.51%	-2.67%	-1.46%	-4.72%

Table 2: Differences in Correct Responses Between Studies
(R = Role-Play; M = Millionaire)

DISCUSSION

Since the role play/discussion treatment *increased* the respondents’ correct answers by 3.51% and the Millionaire treatment *decreased* the respondent’s correct answers by 2.67%, it would appear that the role play/discussion treatment was superior. I conclude that this training method is a superior method for teaching about sexual harassment, but that the use of true/false questions of a broad nature may not be the best approach to evaluate the two treatments.

There was very little difference between the students’ answers before and after the training in each treatment and little difference between the students’ answers between the studies. However, the students learned more after the discussion that followed the scenarios that were visually role-played. By observing the situations and engaging in an extended discussion after the scenarios, I conclude that the students in the role play/discussion were better able to recognize sexual harassing behavior and recognize that the identification of such behavior is relationship-based and situational. I will develop a new survey to evaluate the two treatments, which will be composed of questions with more specific scenes and more room for comments.

Sexual harassment involves relationships and nuances of behavior. Students in both trainings were presented with scenes; but the actual interactions, rather than the questions with depictions, more potently demonstrated relationships and their intricacies. The role plays are better able to bring across those inherent subtleties such

as tone of voice, gesture, tension between actors, etc. Graham C. James and Linda A. Deloney found that relationships and emotions could be best depicted by showing scenarios of people interacting.³

Discussion of the scenarios allowed students to explore different answers. Margaret Morganroth Gullette found that discussion in a classroom aids in learning, motivation and problem solving.⁴ When students discussed the scenes, they were able to learn from other students, from the presenters, and themselves. Through articulation of answers, students had to think and edit before they spoke. Students were able to learn concepts about sexual harassment that they could apply to other situations that may arise. In the “Millionaire” training, the correct answers were related to the students, but discussion was limited.

Moreover, the role plays created a relaxed, even humorous environment where student could discuss and explore their feelings and their ideas about sexual harassment. According to James and Deloney, students feel more comfortable discussion and critiquing strangers as opposed to professors.⁵

As a result, the SHAIC will primarily use the role play/discussion for its principal training of students. The “Millionaire” format seemed to elicit excitement among the students and it will also be used but its discussion component will be extended.

Amy Ramson
Behavioral and Social Sciences Department

DIRECTIONS: PLEASE CIRCLE THE CORRECT ANSWER BELOW EACH QUESTION:

1. Sexual harassment is behavior that is unwelcomed by the other party.
True False
2. Someone with less power (for example, a student) cannot sexually harass someone with more power (for example, a professor).
True False
3. Most sexual harassment creates a hostile environment—where a person’s conduct of a sexual nature makes someone else feel uncomfortable when working or studying.
True False
4. The impact of the behavior on the victim is important in determining if behavior is sexual harassment and not the intent of the harasser.
True False
5. Sexual harassment can be only physical behavior.
True False
6. Sexual harassment cannot occur between people of the same gender.
True False
7. Only the direct victim of sexual harassment can make a complaint of sexual harassment (for example, when the students are being affectionate in a study area, a third party student who is uncomfortable with the behavior cannot make a complaint).
True False

8. Looking someone up and down with “elevator eyes” can be sexual harassment.
True False
9. Men and women can experience sexual harassment.
True False
10. Coming too close to someone (invading his/her space) is never sexual harassment.
True False

END NOTES

- 1 Reese Laura A. and Karen E. Lindenberg. “The Importance of Training on Sexual Harassment Policy Outcomes.” *Review of Public Personnel Administration* 23 (2003): 175-191. EBSCO HOST Research Databases. Academic Search Premier. Hostos Community College Library, The Bronx, NY. 15 Feb. 2008 <<http://search.ebscohost.com/>>
- 2 Hauck, William E. and Catherine Amoroso Leslie. “Is Your Sexual Harassment Training Reaching the Most Vulnerable?” *T+D* 60.2 (Feb. 2006): 15. EBSCO HOST Research Databases. Academic Search Premier. Hostos Community College Library, The Bronx, NY. 18 Oct. 2007 <<http://search.ebscohost.com/>>
- 3 James, Graham C. and Linda A. Deloney. “Wit: Using Drama To Teach First-Year Medical Students About Empathy And Compassion.” *Teaching and Learning in Medicine* 15.4 (Fall 2003): 247-251.
- 4 Gullette, M.M. “Leading Discussion In A Lecture Course.” *Change* 24.2 (Mar./April 1992): 32-39. EBSCO HOST Research Databases. Academic Search Premier. Hostos Community College Library, The Bronx, NY. 20 Jan. 2004 <<http://search.ebscohost.com/>>
- 5 James and Deloney.

SOCRATES IN THE SOUTH BRONX

Gregory Marks

Faculty at Hostos are often encouraged to “meet students where they are” and then help them achieve their goals. To me, this phrase means faculty should be aware of the varied skill levels and perspectives of our students, and be understanding of their needs not only as learners, but also as parents, workers, etc. I think “meet students where they are” is not just a fine phrase but a sound pedagogical approach, for rightly understood, it implies not a condescending sympathy, but a recognition of student potential and distances to be bridged. Hostos is a *community* college: it serves the south Bronx community as it encounters it in the space of the classroom, be it a developmental course or an Honors lab.

I was thinking of these words because of an English 091 course I taught last fall. 091 is a developmental writing course that aims to get student skills up to college standards (as measured by the CUNY-ACT Writing Exam). In all my writing courses, I try to have substantial readings, and in the past I have had some success with Platonic dialogues. They make sense in composition courses: they are dramatic, with great characters, clear topics, punchy dialogue—a lot of literary elements that students like. From a teacher’s perspective, the dialogues also do a lot of heavy lifting, for they focus on forming sound arguments, defining terms, and using words accurately to describe reality. So Socrates fits in pretty well with the goals of a freshman writing course.

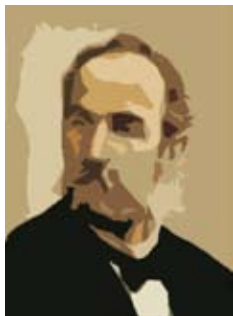
However, I had never done any Plato in a developmental course. As any of us who have struggled to learn a foreign language (or any new subject) know, it is often better to start with simple assignments, grammar, straightforward readings, etc. But I threw *Phaedo* into the mix last fall just to see what would happen, figuring, that my 091 students, like most Hostos students, were up for a challenge. And a challenge it is: in *Phaedo*, Socrates is on death row, and his friends meet with him one last time to discuss whether the human soul outlives the body. Because Socrates is about to die, it is certainly a timely issue; several arguments for the soul’s immortal-

ity are offered, objections are raised, etc. Honestly, I did not expect too much: it is a really long dialogue, and with key notions like *opposition*, *life*, *origin* and *causation* under scrutiny, it can be pretty laborious reading. But actually, to my surprise, it was the most successful unit of the course. Students grasped the text, spoke coherently of it, and wrote with real sophistication about it. So my question became, how did *Phaedo* “meet students where they were”? What shared place in the south Bronx did these 091 students and this 2400-year old fellow occupy?

The answer is, I think, that our students are often in a place of faith. Like many college students and Americans generally, our students are a religious folk. And to my amateur sociologist’s eye, they seemed to have not merely passively received their many faiths from their families, but really performed them, and often linked them to a whole theory of moral action. That is why *Phaedo* appealed to them: what happens to the soul after death, what earthly life has to do with a possible next life, how even to speak about “soul”—these are all relevant, if not urgent, questions for them. Their success with *Phaedo* is the more surprising in that it is not a “religious” text—not at all. There are hardly any references to god(s), and certainly no arguments built on faith: it is straight up philosophy, pure argumentation, with a questioning, ironic, often skeptical tone. *Phaedo*’s purpose is not to convert, but to force rumination on whether the human soul has enough energy to survive death. Yet it is a philosophical text that engages theological and moral questions. That is where my students met Socrates.

What I take from this is that Hostos students occupy places and meet figures we oftentimes cannot imagine.

Gregory Marks
English Department



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